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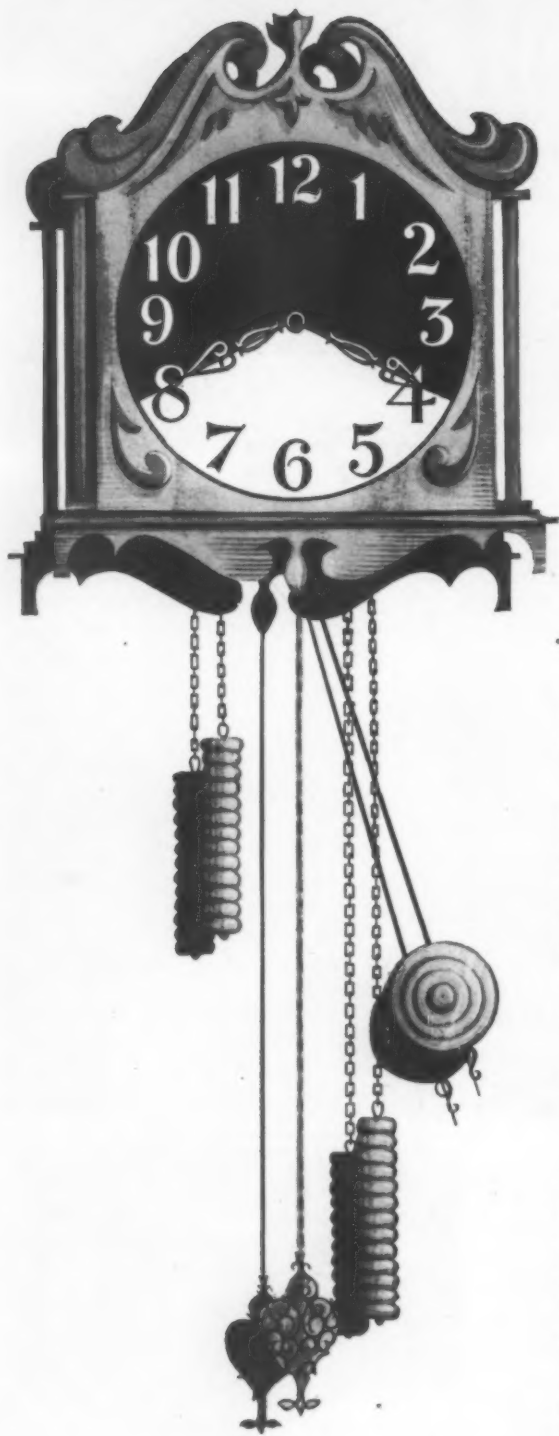


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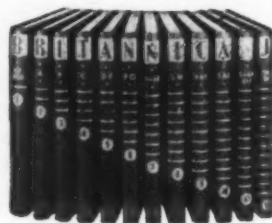
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The NATION'S SCHOOLS

HEADLINES

NEW A.A.S.A. PRESIDENT



Hail the new president of the American Association of School Administrators. Ballooning by mail as usual, the membership has elected Henry H. Hill, president of George Peabody College for Teachers, Nashville, Tenn., president for 1946-47. Mr. Hill will take office March 15.

REGIONAL MEETING PLANS

The theme for the general sessions of the regional conferences of the A.A.S.A. is "The Unfinished Task." Adjustments to the new needs resulting from the war will be discussed. Some general sessions speakers will be presented at all of the conferences. Sectional meetings are being organized under local leadership. (Story on page 72.)

MILITARY TRAINING BILL

A new bill, the "National Military Training Act of 1945," has been introduced. The training year would be divided into two periods, one of four months beginning around June 1, the second of eight months beginning around October 1. The trainee is allowed five choices of how and where he takes his advanced training. Upon completion of training he would become a reservist for a period of six years. (Story on page 84.)

EXPELLED

Dr. Joseph E. Maddy, director of the National Music Camp at Interlochen, Mich., has been expelled from the American Federation of Musicians because he continued to conduct the camp after James C. Petrillo placed it on the union's

"national unfair list in January 1945." A bill that would limit Petrillo's activities has been introduced in the House. (Story on page 70.)

Supt. William H. Johnson of Chicago was expelled from membership in the N.E.A. following recent hearings before the association's ethics committee. This is the first time the national organization has taken such action against a member. Mr. Johnson did not reply to the committee's invitation to appear nor was he represented at the hearing. (Story on page 70.)

STRIKES

Pupil boycotts of lunchrooms in a number of Chicago schools followed an increase in the cost of lunches and of certain foods announced after the Christmas holidays. In spite of aldermanic protests and pupil demonstrations, the school board's request for an additional tax levy was approved by the city council. (Story on page 70.)

In Flint, Mich., a strike by maintenance workers seeking a 10 cent hourly pay raise, union recognition and a union shop closed 43 of the city's 44 schools, the only one kept open being the school for crippled children. A truce was declared for one week. (Story on page 70.)

SUGAR RATIONING

The sugar rationing program was transferred to the price department of the O.P.A. January 5. Four new application forms and one information form for institutional users have been provided. (Story on page 82.)

RELIGION IN SCHOOLS

Three circuit court judges have denied the petition of Mrs. Vashti McCollum to ban the teaching of religion in the schools at Champaign, Ill., holding that no constitutional or

statutory rights of the plaintiff or her 10 year old son were violated by the city in giving this instruction.

MORE FOR SCHOOL LUNCHES

The bill providing \$50,000,000 of federal funds and surplus foods for a permanent school lunch program has finally been brought out of committee, where it has been bottled up since last June 5, for House consideration. For ten years the government has been assisting states in maintaining school lunches, dependent upon an annual appropriation. Next year the states would be required to match federal grants but would gradually take over the cost of 80 per cent of the program.

An appropriation of \$7,500,000, in addition to the \$50,000,000 appropriated last May for the school lunch program has been authorized. These funds are to last until June 30. (Story on page 82.)

PAY BOOST IN CHICAGO

Chicago teachers are to benefit from a fund of \$2,335,000 for wage increases approved by the budget committee of the board of education. This breaks down into \$225 a year for 7628 elementary teachers and \$150 for 4000 high school teachers. (Story on page 76.)

TEACHERS WIN SUIT

The city of Detroit has been ordered to pay 825 teachers a total of \$59,008 interest on salaries withheld in May and June 1932, in addition to the pay withheld. The case was instituted by the Detroit Federation of Teachers (A.F. of L.). (Story on page 76.)

AID FOR CONSTRUCTION

Early hearings are promised on H.R. 4499 and S. 1719 which would provide \$1,545,000 for the design and construction of school facilities.

For full news coverage of the month, see news section beginning on page 70.

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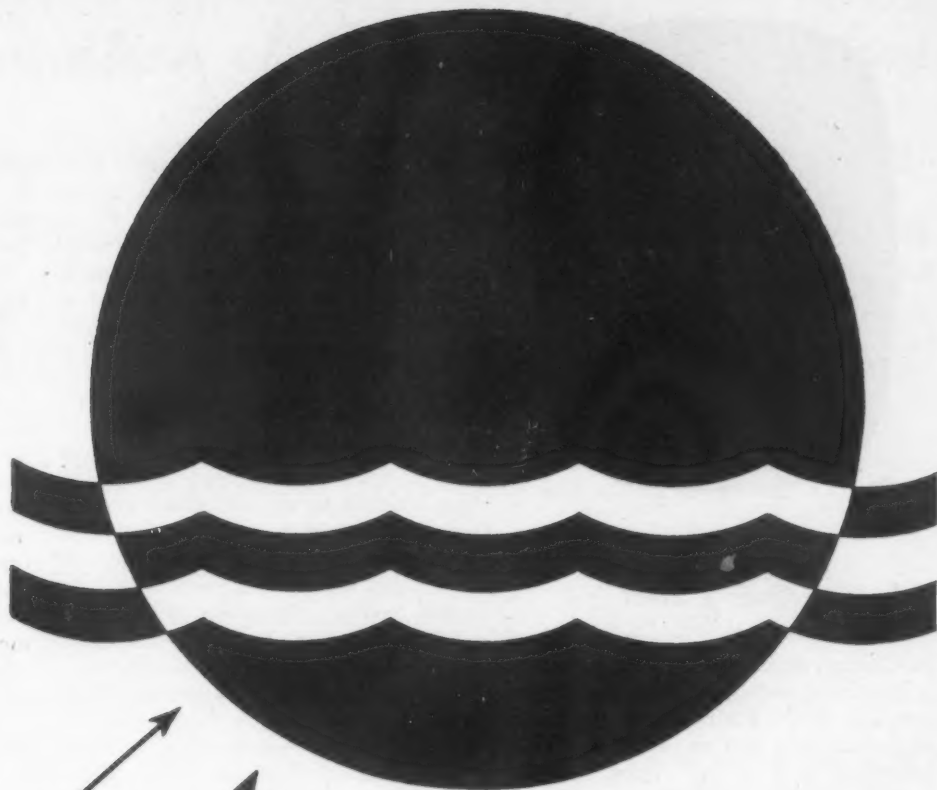
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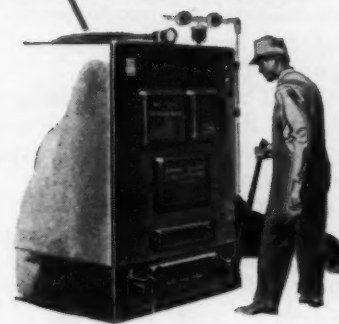
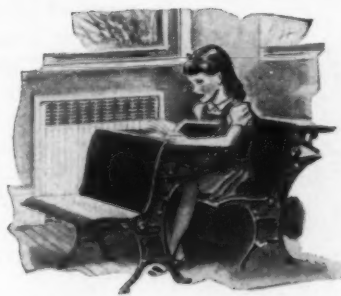
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The Roving Reporter

Television Gets a Start

Pupils of Goudy Elementary School in Chicago at Christmas time presented a 30 minute television program, "Christmas Eve in the Pacific," over the board of education's station WBKB. This, according to Principal Agnes Marnell, is believed to be the "first telecast to be written, acted and received by elementary school pupils in the United States."

Approximately 20 pupils, including a boys' chorus, took part, and the program was seen through the receiving sets at Goudy School, which is one of the two television experimental centers set up last fall by the radio council of the board of education.

Pupils wrote the script, designed and painted the background of palm trees on a Pacific island, did the typing and acted, danced and sang.

Goudy's pupils see a telecast twice a year and afterward evaluate the program by completing a form which is sent to the radio council. Groups from other schools see the programs which are telecast on Tuesday afternoons. A

Wednesday program is geared to high school level and at 8 p.m. each Thursday a high school talent show, "Young Chicago," is shown.

The Tuesday series covers such fields as science, art, literature and social studies and the programs are used to supplement classroom work. Pupils participate in producing them at the studios.

Club Helps School Officials

Two years ago five boys in the senior class at Senn High School in Chicago, who wanted to do something for the school before they were graduated in June, were assisted in organizing the Green and White Club, named after the school colors. Thirty-five senior boys who were leaders of other organizations in the school were made members.

The club has since become a strong force in creating racial amity at the school since its membership is made up of Protestant, Catholic, Jewish, Negro and Nisei boys. It has also helped in solving various problems which have beset the faculty and administration. One of these was the problem of gambling and loitering in the neighborhood stores. The club organized a juke-box dance every lunch hour for the pupils; members volunteered for a patrol which has succeeded in wiping out gambling in the stores.

When Senn was to play another of the large high schools in a basketball tournament, officials worried about whether Senn fans could be kept under control since, at a previous game, the excitement had resulted in considerable damage being done to property. But the Green and White Club, whose president was also captain of the basketball team, kept more than 1000 pupils in good order.

"We have never had any racial or religious problem," says Principal David M. Davidson. "Senn works as a whole. No one is denied the right to join any group because of color or religion."

Negro P.-T.A. Center Built

Dunbar High School for colored children at Weirton, W. Va., by means of various community programs, raised \$16,000 which it used to build the first Negro school-owned P.-T. A. home and community center in the state. The building serves as an auditorium for the high school and as a community center for adults and has facilities for motion pictures, recreational games and refreshments. Faculty members of the high school are in charge of the center, which is kept open throughout the day and until 10 o'clock at night.

Their Listening Habits

A group of Cincinnati teachers made a study of the listening habits of children, from kindergarten through grade 8, for the purpose of improving these habits. They found that many radio programs planned for adults are listened to regularly by children, two of these being the Fibber McGee and Jack Benny programs which have eager listeners of kindergarten age. Third grade children listen to "Lone Ranger" and "District Attorney." One fifth grade class kept a log of listening activities during a day. These numbered 13.

The pupils say they like sound films much more than the same films without sound. Slow readers are not handicapped by captions and sound pictures make a deeper impression than silent ones.

One teacher asked her eighth grade pupils to write a list of things they liked to hear. One girl's list included such things as "Johnny Mercer's voice; the sound of waves washing up on the shore; the put-put of a motor boat; the splash when a rock is thrown into the water; the chirping of a cricket; the bubbling of a little brook; the sound of rain patting on the roof; a boy soprano; thunder; the dinner bell; the fog horn on the river; the music played when I ride on the merry-go-round; chiming doorbells; the barking of a little puppy; the tinkle of fairy bells; sad, slow, spooky music; the voice of Joyce Harrison [a classmate]; English people talking; the tap of high heeled shoes; Katharine Hepburn's voice."

Some teachers use class discussion to improve the discrimination of children in listening to the radio during after-school hours.



A boys' chorus was one feature on the Goudy School's television program

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Questions —AND ANSWERS

Same Diploma for All?

Question: Should the same type of diploma be issued to all graduates?—G.C.P., Ohio.

ANSWER: No! Ohio has a school law that requires all young people to attend school, with certain exemptions, until 18 years of age. Other states are gradually increasing their upper compulsory school attendance age limit. Five states, including Ohio, now have the 18 year limit. Clearly, not all pupils are aiming at the same objectives; some want to enter college; some are headed for secretarial or office work; some plan to go directly into industry; others get the advantage of the social contacts and activities of public school life but have not the ability to profit from course work. The diploma should show the type of work completed; the slow-learning pupil might receive his diploma for good citizenship and for regular attendance.—ARCH O. HECK.

How Is Tardiness Handled?

Question: How is the problem of tardiness best handled?—C.C.L., Ill.

ANSWER: The first step in the control of tardiness is the development of a systematic procedure for handling pupil attendance. Irregularities will then become a matter of record and the basis for immediate action to correct the situation. It is essential that the parents be notified and, if the tardiness is chronic, that they be called into conference. Failure on the part of teachers and of the school to report tardiness systematically may easily result in giving the child an opportunity to develop bad habits without the knowledge of the school authorities or parents.

In many schools no child is permitted to enter a class late without bringing a signed admittance slip from the office of the principal or his assistant. This makes it necessary for the pupil to explain the cause of the tardiness to a school official and enables the disciplinary officer to gather data leading to further action if the pupil's excuse is not a good one.

Chronic tardiness is a symptom of maladjustment in the life of the pupil and should be studied with a view to eradicating the cause which may lie in the home, the health of the child, a poorly organized schedule of studies or the pupil's lack of adjustment to his school

environment. The pupil should not be punished for tardiness which is due to circumstances beyond his control. If the tardiness is found to be the fault of the child, then steps should be taken to correct what may easily become an undesirable habit.

Many schools find that punishments, such as keeping the pupil after school to make up the lost time and removing privileges or depriving the child of the right to participate in certain school activities, have the desired effect. It is important that the school approach the tardy pupil from a constructive point of view by emphasizing the value of promptness in school appointments as well as in out-of-school life.—F. DEAN McCLUSKY.

Basis for Grade Placement

Question: What is a practical and reasonably uniform procedure in the matter of grade placement?—R.H.W., N. Y.

ANSWER: Factors to consider in a reasonably uniform procedure in the matter of grade placement might be: (1) Previous school record; (2) Standardized achievement tests; (3) Age and mental capacity of the individual; (4) Maturity of the individual; (5) Educational and vocational plans, if the individual is old enough or far enough along in his education progress to have such plans.

These factors will vary according to the individual and should be equated as they concern the individual. They cannot be placed in a formula and be administered impersonally.—ALONZO G. GRACE.

Is Failure School's Fault?

Question: Is a pupil failure strictly a school failure?—G.C.P., Ohio.

ANSWER: Yes! But immediately qualifications must be made. The answer must depend upon certain definitions. What is meant by a school failure?

If the pupil failure is the result of poor teaching, large classes or poor school management, then obviously the pupil failure is a school failure. If the pupil failure is due to absence from school or to poor home conditions, the school may not wish to call this a school failure. But suppose the school by good pupil-personnel work could have made adjustments that would have resulted in

good attendance or would have corrected the poor home situation, then clearly the school failed if it did not provide these good pupil-personnel services.

By similar reasoning, if the pupil failure can be traced to poor health and the school has no health program, the failure can be called a school failure; also, if the pupil failure is due to low mental ability and if the school program provides no means of adjusting the pupil's course of study to his ability, the failure again can be called a school failure. In this sense all pupil failure is failure upon the part of the school to take those steps which might have prevented the failure or to make the steps taken really effective.

This line of reasoning may seem unfair in that it places at times almost impossible tasks upon the school. The reverse attitude, however, is just "passing the buck." Why not frankly accept pupil failure as the failure of the school? Such acceptance means that we tend to examine all possible causes of pupil failure and then do our best to eliminate those causes.—ARCH O. HECK.

Pay for Extra Activities?

Question: Should teachers who perform services in connection with pupils' extracurricular activities receive extra pay according to an established schedule or should each teacher assume some extracurricular duty as a legitimate part of her work for which she is already compensated on the salary schedule?—R.H.W., N. Y.

ANSWER: This is a difficult problem. Personally, I feel that it cannot be solved until we abandon the concept of extracurricular activities and recognize them as integral parts of the total educational program. As our schools accept more responsibilities that involve extensions of the school day and the school year, it becomes the responsibility of administrators to plan work loads and salary schedules that will provide for these extended services of teachers.—PAUL J. MISNER.

Education for Tolerance

Question: How can we in America develop a stronger program of education for tolerance?—R.C.B., N. Y.

ANSWER: By having young people and adults know as much about their mental processes and emotions as they know about their digestive tracts. This knowledge would involve familiarity with conditioned reflexes, would show how we automatically reject or accept products, policies, persons, programs, parties, races and religions on the stimulus of trigger words or signal words.

Thus, the word "Wall Street," if we have been conditioned to associate the word "bad" with Wall Street, may cause us to reject anything labeled Wall Street. Similarly, such words as "labor," "New Deal," "Catholic," "Communist," "Jew"

(Continued on Page 10.)



NEW YORK
 "The heating system is designed to be so flexible that special purpose rooms for community use after school hours, and for adult education, can be heated without having steam in the entire building."



MICHIGAN
 "Certainly humidity, zone controls, and air movement with some method of disinfecting the air circulated will receive the attention due them. The control of these is required if proper comfort and health are to be maintained for the growing bodies subjected to the results of the installation."

ILLINOIS
 "New designs should include air conditioning systems having compressors for cooling, humidifying and dehumidifying with automatic control."



PENNSYLVANIA
 "Most of the present methods for raising room temperatures are still satisfactory if they are designed for economy and are provided with modern control instruments."



MARYLAND
 "The term 'heating' should be forgotten and consideration given the more modern approach through 'climate conditioning'."



PENNSYLVANIA
 "Aside from a comfortable room temperature, the most important school need has been to promote a healthful condition in the class room."



NEW YORK
 "Schools should have a simplified system of temperature control to reduce fuel consumption."



CALIFORNIA
 "Schools should have conditioned air to provide heating, cooling, filtration, humidification and ventilation for human comfort."

**EVERYWHERE
 ENGINEERS
 STRESS**

**THE NEED FOR
Automatic
 TEMPERATURE
 CONTROL**

**FOR
 TOMORROW'S
 SCHOOLS**



JOHNSON
 PIONEERS IN CONTROL



INDIANA
 "All heating units, coal, gas or oil, should be equipped with a not too complicated combustion control."

INDIANA
 "Humidifying equipment, probably air washers, should be installed after the heater and should be controlled automatically."



FUTURE PLANNING IS BASED ON PROVED EFFICIENCY OF TODAY

Engineers across the country advocate the use of the finer equipment offered by the builders of Automatic Control systems for the temperature and air conditioning problems of the schools that will be constructed as soon as war-time restrictions have been lifted.

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Whatever the problem may be in temperature and air conditioning control, Johnson engineers have had many years experience in cooperating to solve the most complicated. Johnson engineers design, manufacture, install and service their own automatic control systems... the sure way to build the whole system with the same correct precision as every part.

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THE NATION'S SCHOOLS

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can cause us to reject automatically persons and programs. Call this semantics or propaganda analysis or whatever you please, but it is something all adults and children ought to have. It is a part of the type of education known as the Springfield Plan.

Develop something far more important than tolerance, namely, standards of value and the scientific method as applied to human affairs.—CLYDE R. MILLER.

For Rough Concrete Floors

Question: What is the best treatment or covering for concrete floors which are a little rough? They are in the halls and laboratory. Do you recommend covering them with asphalt tile, painting or what?—F.J.Y., Tex.

ANSWER: Concrete floors that are a little rough should be treated with either a good concrete paint (these are practically unavailable now) or with a coat of floor seal. If the floors are very rough, it might be well to cover them with asphalt tile.—GEORGE BUSH.

Scheduling of Activities

Question: In a consolidated school, where about 90 per cent of the pupils come in from farms on school buses and where so much school life must be squeezed into a short day, what do you think of a staggered schedule of club activities?—W.J.E., Mich.

ANSWER: Activities may well be scheduled at different periods but should not be rotated from hour to hour throughout the day. Rotation of any activity, regular or extracurricular, only leads to confusion and loss of interest.

The best time for activities is the last period of the day; the next best is the first period after lunch. Activities should be as carefully scheduled as English, science or any other subject. Attendance and participation should be required. However, in assisting pupils in making out their schedules, the ability of pupils and their scholastic records should be given consideration.

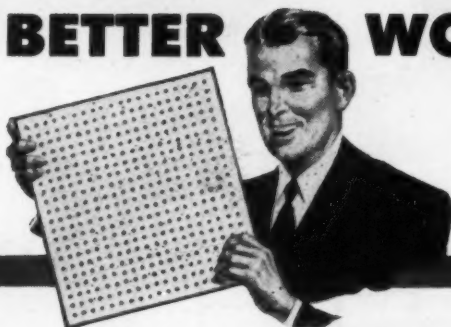
No pupil should be deprived of assembly participation or play and athletic activity. Physically handicapped children may not find it possible to engage actively in sports but should gain much through observation. Music appreciation may be cultivated in a pupil even though he may not possess musical talent.

Finally, plan an eight period day from 9 a.m. to 3:30 p.m. with a half hour lunch period, in case cafeteria service is available or most pupils bring their lunch. Much of the work required of junior high school pupils can be done in the regular class periods. Six periods of regular work still leave an extra hour for study.

The activities periods will be only as successful as proper planning and regularity make them. The entire teaching staff should participate in this program.—B. H. BELKNAP.

More and More Evidence...

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The Superintendent of Chico City Schools Writes:

The acoustical treatment of hallways and several of the rooms was completed during the past summer. There is a decided change in attitude on the part of students in both the day and evening high schools, and splendid physical and mental results on the part of teachers in their every-day teaching work.

We are highly pleased with the definite returns of this investment. This experiment has definitely proved to all of our school people in our high school and elementary buildings that this investment is more than worth the money value in the handling of disciplinary problems, in eliminating extraneous noises, and in calmness of nerves at the close of a school day. We can heartily recommend to school executives a careful investigation in solving such serious problems. We are happy to invite school people to investigate our school building after treating hall ceilings and rooms with Acousti-Celotex material.

Very truly yours,

F. F. Martin

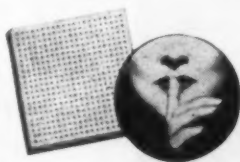
City Superintendent of Schools, Chico, California

20 years of performance like this is why more schools sound-condition with Acousti-Celotex than with any other acoustical material!

Acousti-Celotex gives you this double advantage in assured results: 1. *Quality control in manufacture* backed by the reputation and resources of the world-famous Celotex Corporation. 2. *Quality control in installation* backed by Celotex-selected-and-trained local distributors. The experience of

more than 100,000 installations makes this the leading acoustical organization in the world.

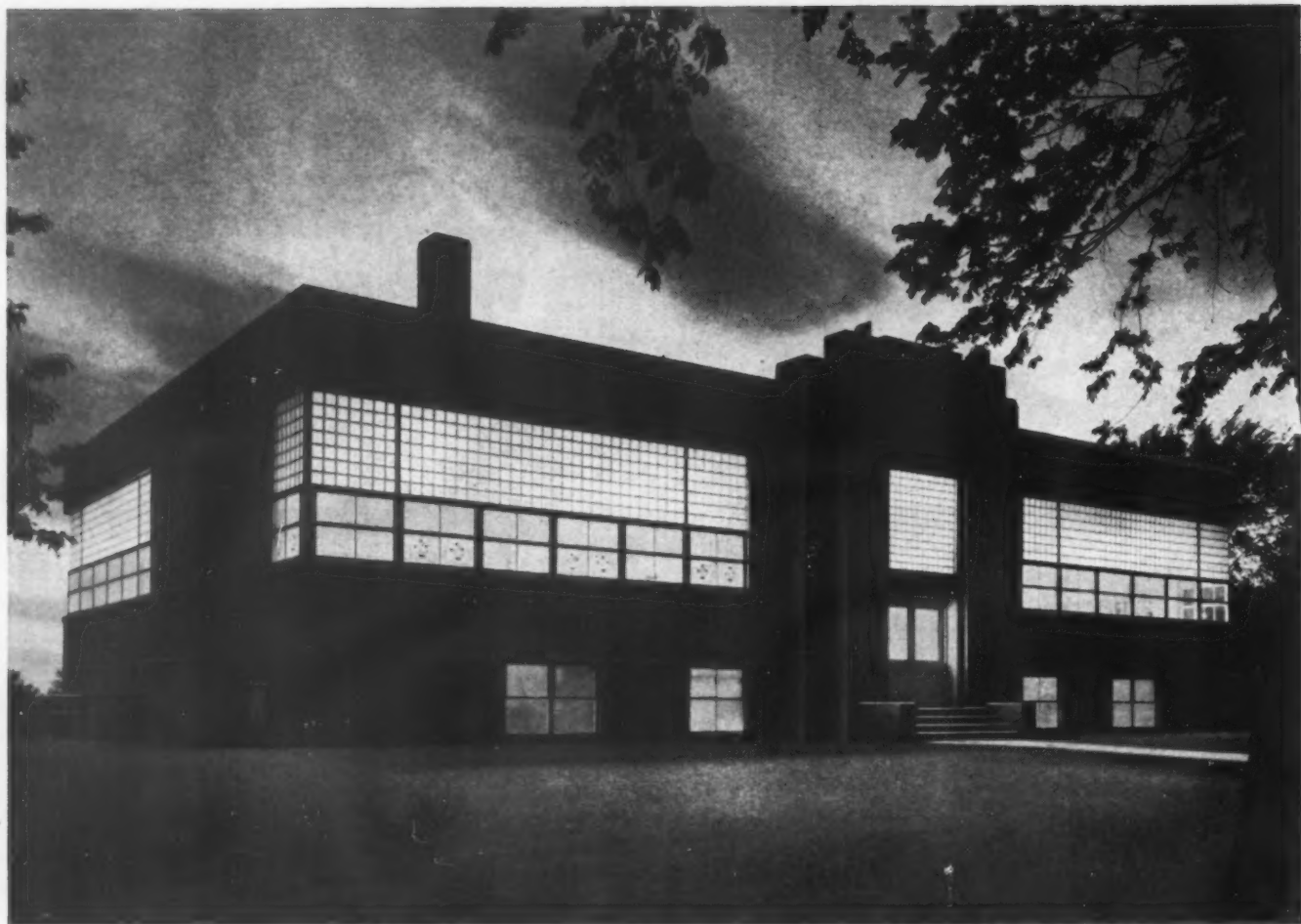
No matter what your noise reduction problem, consult your local Acousti-Celotex distributor. No obligation. No job is too small and prompt service is assured. Or write to The Celotex Corporation, Dept. NS-246, Chicago 3, Illinois. It will bring to your desk an expert trained in the sound conditioning of schools.



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How to bend light

TO HELP CHILDREN'S EYES

WOULD you like to get the most out of *natural* light in schoolrooms? Then—install combination panels of windows and Insulux Light-Directional Block. Note the photographs on this page. Insulux Light-Directional Block is prismatic glass block. The little prisms bend the main beam of light upward to the light-colored ceiling, where the light rays are redistrib-

uted to various parts of the room. The result? There is a decided improvement in illumination. There is light for all—without objectionable glare!

Investigate! Panels of Insulux are now being used in schools throughout America to daylight classrooms, lecture halls, laboratories, gymnasiums, libraries, swimming pools, corridors and entrance ways.

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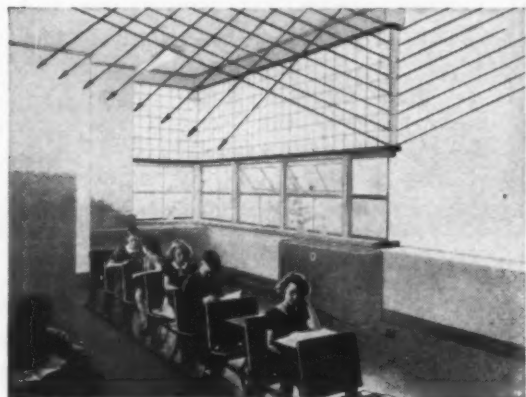
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Gentlemen: Please send me, without obligation, your latest booklet entitled, "Daylight in Schoolrooms."

Name

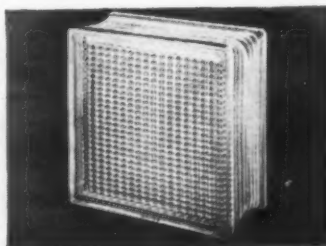
Address

City State

Night view of the Gridley School, Gridley, Illinois.
Architects—Deal and Deal, Lincoln, Ill.



Note that clear glass is used from sill-height to somewhat above eye level. Above that point—Insulux Light-Directional Block is used. The main beam of light, entering from above, strikes the panel and is bent upward to the light-colored ceiling. Note also the absence of window shades.



Insulux Glass Block is a functional building material—not merely a decoration. It is designed to do certain things that other building materials cannot do. Investigate!

"Continuous Line" Fluorescent

1. MATERIALLY INCREASES SCHOOLROOM SEE-ABILITY
2. IS EASILY ADAPTED TO ANY ARCHITECTURAL TREATMENT
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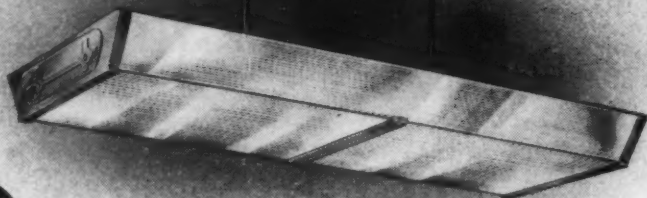
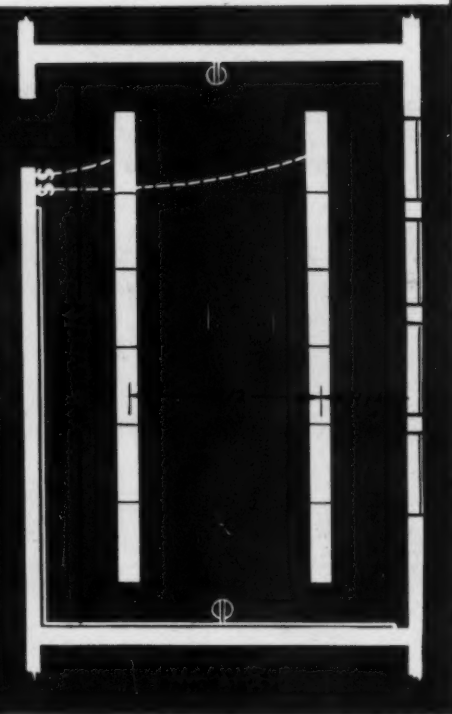
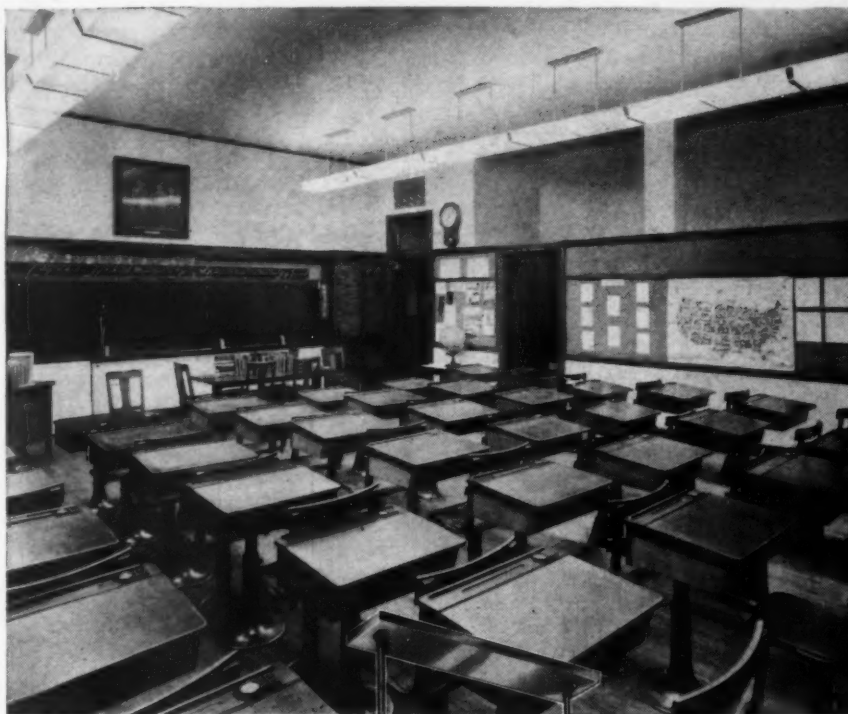
Architects, electrical contractors and school authorities may well be proud of schoolroom see-ability like this. Since 87 per cent of all learning is visual, teaching, as well as learning, is faster, more efficient and a great deal more pleasant when it is the beneficiary of a well planned lighting system.

Continuous line fluorescent lighting systems by Westinghouse rate high with both teachers and pupils. They like the higher intensity and quality of illumination that results from correctly designed equipment and efficiently engineered application.

J-04069

PLAN of continuous line fluorescent lighting in average size schoolroom. Here twelve Westinghouse Type LW-160 luminaires (each equipped with four 40-watt lamps) increased the level of illumination from an inadequate 3.6 to approximately 40 footcandles.

REQUEST FREE School Lighting Folder B-3722 from your nearest Westinghouse office. It contains a complete analysis of the engineering principles and costs involved in arriving at this excellent schoolroom see-ability.



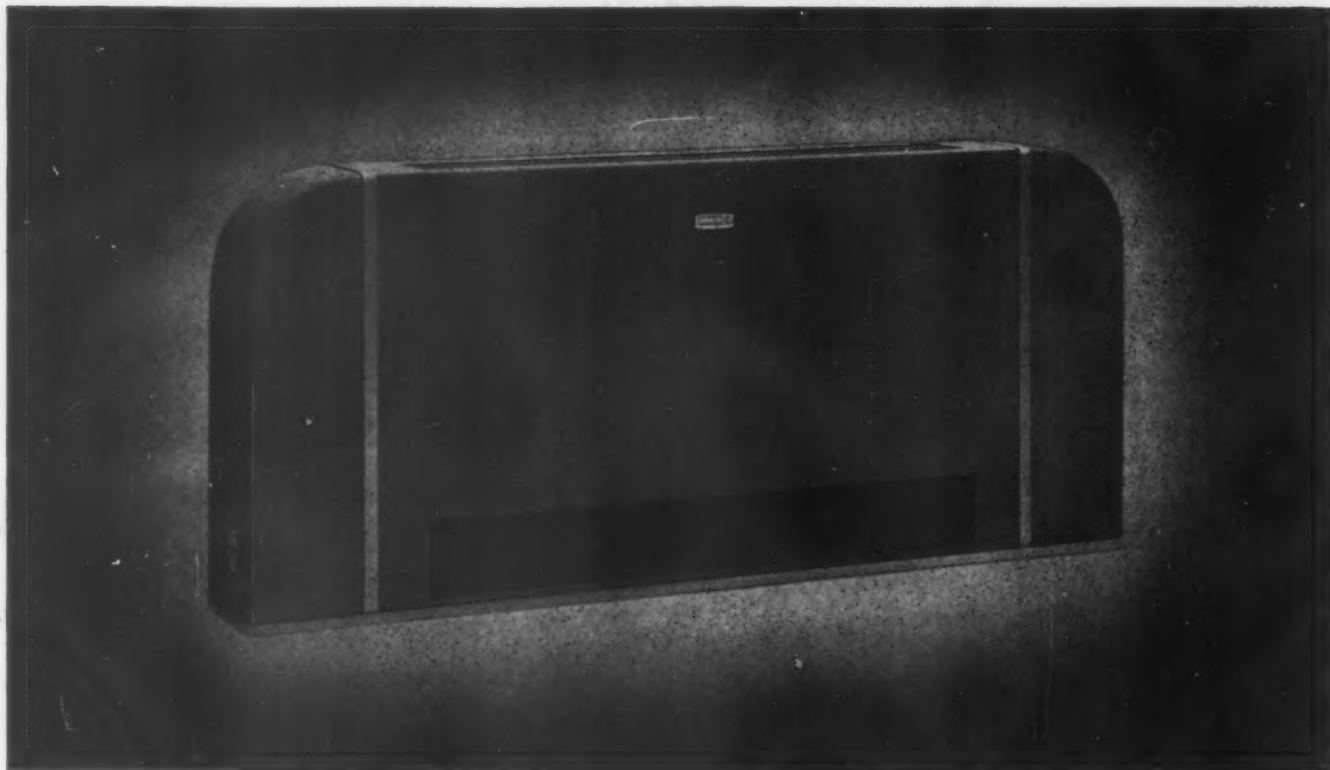
←**LW-160 LUMINAIRE:** For direct-indirect illumination. Rugged metal chassis, rigidly attached to end plates, forms sturdy support for side and bottom panels of ribbed diffusing glass. LW-160 units are also available with end and intermediate brackets which replace suspension hangers for mounting luminaire close to ceiling. May be wired through suspension hangers or through rigid or flexible conduit. Fully approved by Underwriters' Laboratories, Inc.



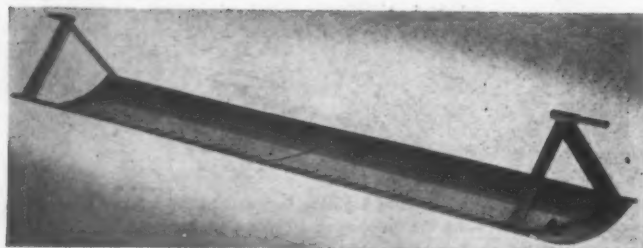
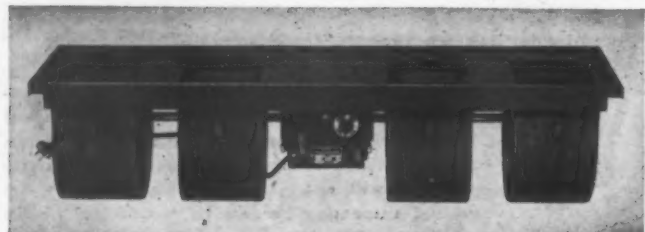
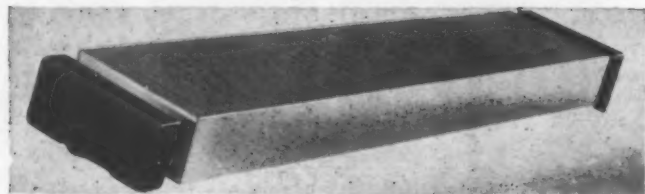
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Lighting Equipment

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PIONEERING BY NESBITT



WHEN you have new or remodeled schoolrooms to heat and ventilate, a careful investigation will lead you to the unit system—and to Nesbitt Syncretizers. Syncretized Air is the most advanced individual classroom ventilation known—and well known—to America's schools. With fully automatic controls the Syncretizer maintains the room temperature desired by the class—uniformly, without overheating. It also maintains a safe minimum air-stream temperature, thus preventing dangerous drafts that come of admitting cold, untempered outdoor air.

The air-stream minimum temperature control is one of Nesbitt's many contributions to the art. It is made possible by dual steam-distributing tubes within the condensing tubes of the Nesbitt high-capacity, copper tube-and-fin radiator. The man in the picture is blowing smoke through a steam-distributing tube to illustrate how even the smallest amount of steam is distributed evenly over the full length of the radiator.

At all times during occupancy—with Nesbitt Syncretizers—some outdoor air is admitted to the classroom. This may be a predetermined minimum quantity if desired. The entire capacity of the unit is drawn from outdoors when required to offset body and solar heat. The process is automatically selective, recirculating some room air as conditions permit. It is the most economical method of proper classroom ventilation.

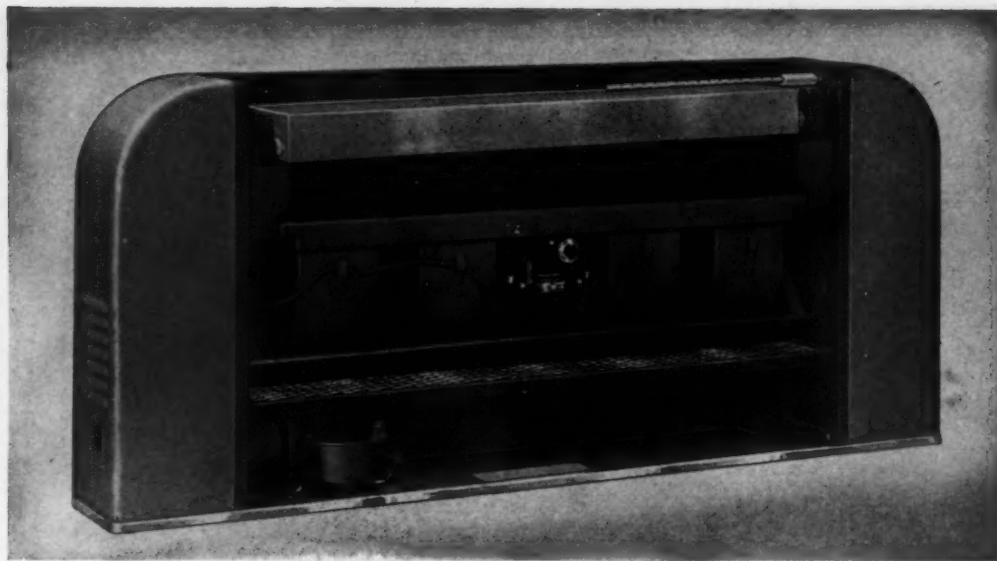
There are many other features pioneered by Nesbitt of which you should know, such as the extreme quietness of operation resulting from the multiple fans on an extended shaft, revolving at low speed; the long life resulting from so few moving parts, as in the two-bearing roll damper; and so on. We shall be glad to send more information, on request.

Nesbitt Syncretizers are made and sold by
JOHN J. NESBITT, INC., Philadelphia 36, Pa.

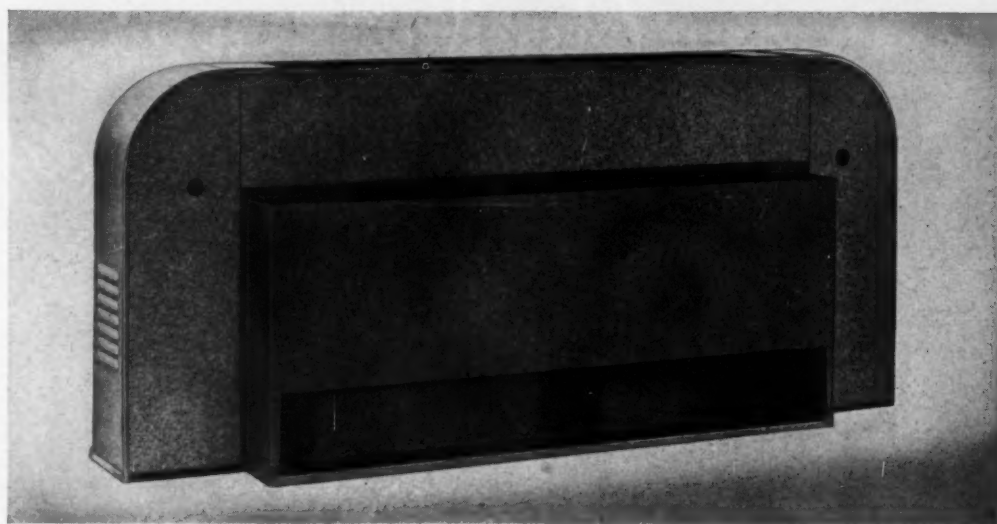


Syncretizers are sold also by American Blower Corporation.

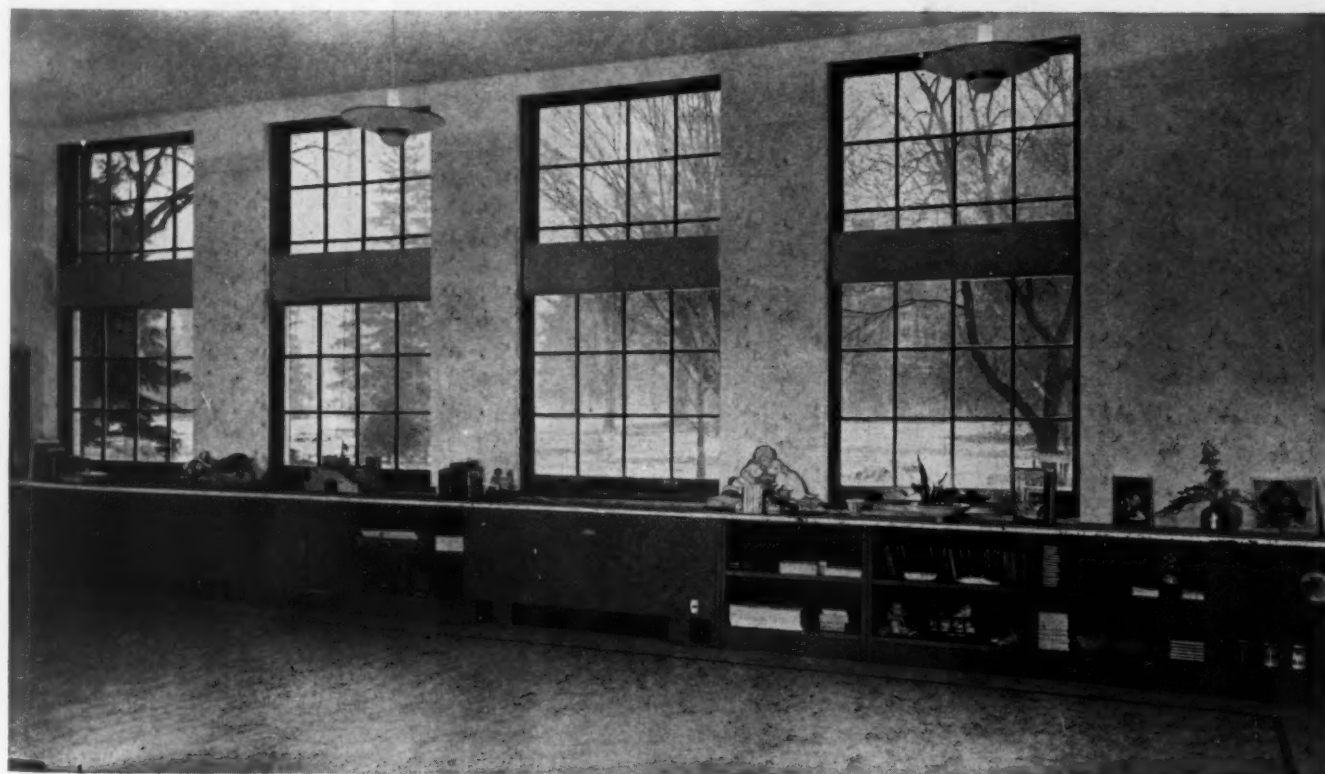
At the right the Nesbitt Syncretizer unit ventilator is pictured with its one-piece front and top enclosure panel removed, showing air-stream stat, radiator, motor, fans, damper, filter, damper motor. Periodic cleaning is accomplished simply. The end enclosures are as easily removed for access to piping and valves.



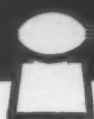
The rear view of the Syncretizer shows the wall-recess section with outdoor air inlet from the wall box. The entire back of the unit, where it contacts the wall, is covered with thick felt and its outer edge is rubber-gasketed. Through the two holes the unit is anchored to the wall by strong metal brackets within the end enclosures.



Nesbitt Syncretizers are available in special square casings designed for integration with wood or metal storage cabinets under the fenestration. This is another idea pioneered by Nesbitt, in step with the advance of laboratory methods of modern-day instruction.



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LOOKING FORWARD

U.N.E.S.C.O.

THE organization of the United Nations Educational, Scientific and Cultural Organization, including all member nations except Russia, may be a significant contribution to the advance of international understanding and the creation of a dynamic world opinion. It should be possible through free exchange of factual information about each nation, through constantly protected channels for free communication of ideas, by the mutual exchange of mature students between countries and through the use of broadly planned instructional materials to promote understanding that will gradually dissipate suspicion, distrust and misunderstanding.

If not maintained as a free and impartial international agency in the sense of advancing freedom of teaching and freedom of learning, this organization might conceivably become an extremely dangerous instrument of national and international policy as a censor of ideas and a strait jacket for democratic education. While the potential danger may be great, the tremendous possibilities of this collateral international organization as a general cultural policy developing and promulgating agency far outbalance the possible disadvantages.

U.N.E.S.C.O. should have neither administrative nor censorial responsibilities but should operate rather as an impartial fact-finding and fact-disseminating interpretive agency devoted to protecting the free flow of ideas and fostering the constant search for truth and international understanding.

The growth and influence of U.N.E.S.C.O. will tend to be slow. Its final success is contingent upon the actual willingness of each participating nation to contribute without reservation to the improvement of international understanding and good will through freedom of teaching and freedom of learning.

Teach Tolerance

RACIAL and religious tensions are increasing rapidly in certain parts of the United States. Native organizations devoted to hate and intolerance are being revived and latent prejudices fanned in different sec-

tions. The Ku-Klux Klan is becoming active again in southern Florida, in the Chicago metropolitan area and in the Southwest. Other leagues and groups are growing out of the prewar native Fascist movements that were stimulated by native-born or naturalized agents of Falangist, Fascist and Nazi ideologies.

Current "hate" programs are being stimulated in those areas where economic tensions and social insecurity resulting from race, religion or cultural origin offer a fertile ground for suspicion and enmity. The concept of racism, which in large measure produced World War II, seems now to be growing rather than diminishing in strength in our own land. While much current "hate propaganda" appears to stem from an economic base, there is considerable evidence that cultural and religious factors are also involved.

From these current tension centers that stretch from Boston to Miami and from New York to Los Angeles and north to Seattle there is also a not too subtly organized propaganda against close American-Russian cooperation. Some of it is political and some of it is clerical.

Pro-German, pro-Italian and even pro-Japanese propaganda is already making considerable headway to the detriment of closer American-British-Russian cooperation.

One of the great tasks confronting all public and nonpublic schools in the United States is the direct and aggressive teaching of cultural, economic, racial and religious tolerance not only to children in elementary and secondary schools but to adults as well. Weak or flaccid teaching of tolerance is too frequently opposed by the strongly organized Fascist, Falangist and Nazi propagandas among certain adult groups within the community.

The solution does not lie in a bland bureaucratic denial of the existence of these problems in school and community but in a frank recognition of conditions and the collection of existing facts, which can lead to the creation of an aggressive teaching program for adults and children. There is no reason for institutional timidity. If the American public schools are to reflect the nature of the American State, they must be ready to teach aggressively that American government has been built on the fundamental belief that there are no superior races and that a measure of a

man or woman is his or her contribution to human welfare and progress.

The military phase of World War II may be over but the propaganda phase of World War III has started and must be blocked unless we want to face the dismal prospects of another and even more devastating world struggle twenty or thirty years hence. There is still time—but not too much.

Research Service

CONDITIONS in public education after World War I were pretty much as they are today. Dislocations of teacher supply and demand, lagging salaries during an inflationary period and unusually large school plant building programs made it necessary for administrators to have certain comparative information at their disposal. The easiest way to obtain it was by questionnaire. This method became so widespread that it was quickly labeled as a nuisance and many well-intentioned requests were quietly and permanently filed by their recipients in wastebaskets.

To eliminate the nuisance and expense of answering multiple questionnaires by individual school systems, the American Association of School Administrators devised a system of cooperative research in 1923 through which individual community and state school systems, universities and libraries could receive regular, comprehensive and uniform reports on those problems which were immediately pertinent or which recurred periodically. The pooling of its own resources with those of the National Education Association has made it possible for the American Association of School Administrators to furnish these services at the small annual cost of \$25.

Superintendents and boards of education are going to require constant information concerning fiscal policies and practices in other school districts during the next five years. We, therefore, suggest a moratorium on the individual questionnaire and greater use of the inexpensive and quickly available research service developed by the American Association of School Administrators.

Inflationary Pressures

MAKING due allowances for small and large errors, the United States has just waged the most successful and efficient war in history. Paralleling the now practically completed active military phase has been the economic war to control inflation and to prevent an economic spiral that can only end in eventual grief and ruin for every American citizen.

While not so spectacular and dramatic as the military aspect, the economic war has been courageously fought by the executive branch of the federal government since 1941 and with so large a measure of success up to date that ultimate victory now seems possible.

Of all those who have been responsible for holding

prices down on the economic front none deserves greater credit than the present administrator, Chester A. Bowles. His strong fight for common-sense control of immediate postwar profits and prices against an indecisive and not too steady Congress and against the strongest pressure of very strong pressure groups is a most outstanding performance.

Despite the splendid struggle against inflationary tendencies, there has already been a 33 per cent increase in the cost of living over that of 1939-40. All salaried workers, particularly teachers and other governmental personnel who have felt the effect of increased prices in reduced purchasing power and who are beginning to wonder about the value of their retirement annuities, have a realistic appreciation of what inflation means. They also have ringside seats at the big show now being put on by pressure groups among the farmers, manufacturers and other economic interests. They realize with Chester A. Bowles that:

"This idea of government by pressure is an ominous sign of our times. It is a threat to the democratic rights of all the inarticulate, silent, little people of America."

The unorganized white-collar consumer stands to lose most by an upward trend in the inflationary spiral. He is also the most inarticulate. Only as he can and does make his interests and his wishes known to his representatives in Congress may it be possible to prevent ill-advised yielding on the part of our national legislature to the increasingly insistent demands for quick removal of ceiling controls. It is essential that generally demanded price increases be prevented and the line held at current ceilings until supply and demand are again in free operation.

Stressing Attendance

THE danger of using daily attendance as the determining factor in the distribution of state funds to community schools has been mentioned here on several occasions. The newly published "School Health Policies," prepared by the Health Education Council, adds its more than timely warning against this dangerous practice. The report makes the following statement:

"The control of communicable disease in schools is sometimes hampered by placing false emphasis on perfect or near-perfect attendance. Rather than giving certificates or awards for such dubious distinction, commendation should be extended to pupils who protect the health of their classmates by remaining at home when they are not well. Allotment of state funds to schools on the basis of the average number of pupils in daily attendance is equally bad practice because it makes teachers anxious to force attendance on pupils who ought better be at home and in bed."

The Editor

THE NATION'S SCHOOLS

It's Up to the States

ARTHUR B. MOEHLMAN

BUDGETS for public elementary and secondary education should be increased \$2,000,000,000 over the 1939-40 totals to provide for adjustments to changes in the cost of living and for essential physical plant extension as well as for growth and improvement services. Since public school appropriations have generally been increased 15 per cent since 1939-40, the additional amount required for the 1946-47 fiscal year is \$1,600,000,000.

Inflationary trends growing out of the war indicate an increase of 33 per cent in the cost of living since December 1939. The amount required by the public schools merely to maintain their not too strong pre-war position is \$1,000,000,000. The major portion of this total must be devoted to essential increases in the salaries of teachers as well as clerical and custodial personnel. Salary adjustments cannot be confined to teachers alone.

Current Needs Demand Huge Outlay

The public school plant has suffered heavily since 1930. During the depression decade construction dropped to a dangerous low; during the war years there was practically no permanent building. Current requirements, which include replacement of obsolete buildings and those actually dangerous to life, as well as the provision of new elementary and secondary schools necessitated by expanding enrollments, demand an annual expenditure for the next decade of not less than half a billion dollars. At current inflated construction prices, it may even be necessary to add 50 per cent to this estimate!

Laymen as well as military people criticized public education considerably during the war period. While some of this criticism was well deserved, the factor of inadequate finance cannot be overlooked. Fiscal inadequacy is partially the result of obsolete administrative structure, poor organization and very poor in-

terpretation at community and state levels.

If the greatest of our unifying cultural agencies, the public school, is to serve our democracy with increasing effectiveness, it must be greatly improved and extended.

The immediate and most pressing problems of extension are anticipated growth in both elementary and secondary school enrollments. The effect of the increased birth rate of the late 30's and early 40's will be felt next year and for many years thereafter.

Conditions will again prevail when industry will refuse, because of the high accident risk, to hire youths under 20 years of age. Unless some of the negative and disintegrative conditions of the depression are to be repeated, community public secondary education must be rapidly extended to include the thirteenth and fourteenth years for general and vocational education. There is also need for more adult education.

As a result of depression finance, the effectiveness of elementary and secondary education was considerably curtailed by enlarging classes on the quaint theory that the addition of three or five children to a class would have no effect. It is doubtful whether the best prepared elementary teacher can work effectively with more than 25 children. It will require a budgetary increase of at least 20 per cent to bring elementary and secondary teaching loads to the level of reasonableness.

Where Is Money Coming From?

Where are these large sums of money coming from during the next few years?

Most national educational organizations expect the federal government to provide these appropriations. They are devoting their major efforts to the sponsoring of numerous bills now before the Congress which deal with everything from teachers' salaries, desirable individual subventions and school plant construction to the sharing of public monies with nonpublic sectarian schools.

The federal government is still operating on an annual \$30,000,000,-

000 deficit; it is faced with the problem of financing a \$300,000,000,000 debt and the end is not yet in sight. The terrific demands of numerous pressure groups for federal funds are being countered by the efforts of a few realists in Congress on the basis of facts which have been too little publicized. There is also a strong but quiet majority in Congress that does not wish to abrogate the principle of undivided school support. Others feel that the states should put their houses in order through internal reforms before making demands on the national government.

Another issue now validly raised is that the states and communities are fiscally competent to meet educational needs if they think well enough of these needs to use their surpluses and increased revenues for the purpose.

States Oppose Federal Control

A strong opposition to the inevitable federal control of public education through large appropriations has also arisen within the states. Editors, state and local chambers of commerce, manufacturers and many commercial groups are beginning to appreciate for the first time the economic value of improved public education and to give consideration to the importance of control. These are facts which must be given full and realistic consideration.

If the public elementary and secondary schools are to be maintained and improved during the next five years, it will be up to the states and the communities to furnish most of the increased appropriations. If educators and lay leaders cannot make the people within each community and within each state sufficiently sensitive to public school needs to make them desirous of putting forth increased effort, then the outlook for improvement is dark.

The problem can be solved by each state where there is still much room for improvement. As yet few of the states have met their educational responsibilities fairly and squarely. Improved fiscal support is initially up to the states even though at least \$1,000,000,000 of federal subventions will eventually be required.

Presenting THE WINNERS

in *The NATION'S SCHOOLS Prize Essay Contest*
on "How to Gain Public Support for Schools"

THE JUDGES WERE:

James S. Spinning, Chairman
Superintendent of Schools
Rochester, N. Y.

A. Cline Flora
Superintendent of Schools
Columbia, S. C.

George C. Kyte
Professor of Education
University of California

A. V. Overn
Professor of Education
University of North Dakota

W. W. Theisen
Assistant Superintendent
Milwaukee Public Schools

The Judges' Report

THE judges in *The NATION'S SCHOOLS* contest have read some 250,000 words of testimony on what the school people of America believe could and should be done to win public support for public education. It was not an overnight job and left no time for interchange of opinion as to the character and value of the enterprise as a whole.

However, if the other jurors reacted as the chairman did, they were impressed by the following most commonly expressed points of view.

1. Teachers and principals, as the persons on the firing line, have the most important job in establishing the kind of public understanding essential to public support; and when they do it well, by golly, that's news.

2. A sometimes naïve faith that

when the public has been led to understand the work of the schools better, the millage or/and tax base will miraculously respond.

3. A realization that our educational program can and must be improved.

4. A conviction that teachers should come out farther and oftener from their asbestos towers.

5. An equally strong conviction that the community should be welcomed oftener into these towers and be allowed to go so far as to participate even in curriculum making.

Some few essay writers questioned the ability of communities to support education in the style to which it should be accustomed unless they had federal aid or more state aid or a widening of the local tax base.

The greatest enthusiasm for community cooperation emanated from those areas, chiefly village and rural, where enrollment is increasing and building plans are being entertained or undertaken. Conversely, there seemed to be less enthusiasm in larger and more complex communities where enrollment is shrinking.

There was frequent allusion to the atomic bomb and the urgency of "intercultural and international" education. There was comparatively little reference to the veteran and his interest in his own education or that of others. There was the expected amount of discussion of publicity mediums—press, radio, films, house organs, report cards—but little new or startling was offered as to the way they should be handled. There was a respectable proportion of good grammar and correct spelling—and an occasional vivid phrase.

On the whole the contributions showed a great spirit of devotion, genuine idealism and commendable amounts of self-criticism and horse sense. The suggestion of one writer that *The NATION'S SCHOOLS* regard this as the first of a series of projects for garnering and publicizing suggestions for better school support is worthy of consideration.—JAMES S. SPINNING, chairman.

FIRST PRIZE

Frances Brown Chase



Frances Brown Chase is the second assistant in the English department of the Nolan Intermediate School in Detroit. She was born in New York State but has been

a lifetime resident of Michigan. After completing her education at Michigan Central State Teachers College, Mount Pleasant, Mrs. Chase taught rural

schools for four years at Kalkaska and Isabella.

For the last twenty-two years she has taught in the Detroit public schools, varying her experience among elementary, intermediate, high, evening and summer schools. She has two university degrees and her many activities include arts and crafts, radio work and writing which have won her recognition through election to professional associations. She is the mother of two children, an artist-soldier son and a married daughter. She has contributed on several occasions articles and verse to *The NATION'S SCHOOLS*.

SECOND PRIZE

Earl C. Kelley



Earl C. Kelley is professor of secondary education and guidance at Wayne University and supervisor in secondary education in the Detroit public schools.

He was educated at Albion College, Albion, Mich.; Michigan Western State Teachers College, Kalamazoo; the University of Chicago, and Northwestern University,

obtaining his Ph.D. degree in 1940.

Doctor Kelley has had experience as a classroom teacher, superintendent, dean of men and university professor. He was dean of men at Milwaukee Vocational School from 1929 to 1938 and has held his present position at Wayne University since 1940. He was an Army pilot in World War I.

THIRD PRIZE

Robert G. Andree



Robert G. Andree is principal of the Senior High School at Oneonta, N. Y. He obtained his M.A. degree at the University of Michigan in 1937; his Doctor of Edu-

cation at Harvard University in 1942. He is 33 years old and the father of a 2 year old son.

From 1934 to 1937 Doctor Andree was principal of the high school at Allendale and at Romulus, Mich. From 1937 to 1944 he was successively dean of boys in the Senior High School at Muskegon and administrative staff member in charge of guidance at Nott Terrace High School, Schenectady, N. Y.

Besides being principal at Oneonta, he has been supervisor of cadet training in the secondary schools for Hartwick College and is a sometime lecturer in guidance and administration at Appalachian State Teachers College. He is a member of various professional organizations and a frequent contributor to professional publications.

1st HONORABLE MENTION

Chris A. DeYoung



Chris A. DeYoung is dean of the Illinois State Normal University at Normal, Ill. He was born in Zeeland, Mich., in 1898. He received his B.A. from Hope Col-

lege, Holland, Mich.; his M.A. from Columbia University; his Ph.D. from Northwestern University.

Doctor DeYoung has taught for twenty-five years. He was for four years a principal in India, for six a school superintendent in Michigan, spent four years as a member of the faculty of Northwestern University and has been at Illinois State Normal University for eleven years. He is the author of three books.

2d HONORABLE MENTION

Louis M. Klein



Louis M. Klein is superintendent of schools at Harrison, N. Y. He was born in Albany, N. Y., in 1907 and was graduated from the Albany High School in 1925.

He received his B.A. from State College for Teachers, Albany, in 1929; his M.A. from Cornell University in 1933, and has done graduate work toward a doctorate at New York University and Teachers College, Columbia University.

Mr. Klein's experience at Harrison, N. Y., has been as teacher and head of the language department of the high school from 1929 to 1934; principal of the high school from 1934 to 1936; superintendent of schools from 1936 on. His name is familiar to readers of *The NATION'S SCHOOLS*.

3d HONORABLE MENTION

Valine Hobbs



Valine Hobbs is teacher of the fifth and sixth grades in the Demonstration School of Stephen F. Austin State Teachers College at Nacogdoches, Tex. She holds degrees

from Texas State Teachers College, East, and George Peabody College for Teachers.

She is a member of Alpha Chi, Pi Gamma Mu, Delta Kappa Gamma and the Texas Poetry Society. She is the author of "Sparks" and "Far and Near" and of stories, poems and articles published in leading juvenile and educational magazines.

4th HONORABLE MENTION

Norman E. Watson



Norman E. Watson is superintendent of schools at Northbrook, Ill., a position which he has held since 1929. He obtained his B.A. degree from Wabash College in 1921; his M.A. from the University of Chicago in 1929; his Ph.D. from Northwestern University in 1942.

He is the author of a number of articles and is the father of one daughter who is attending Carleton College.

5th HONORABLE MENTION

Virgil L. Flinn



Virgil L. Flinn is superintendent of Kanawha County Schools at Charleston, W. Va. He was born at Ravenswood, W. Va., in 1895; received his B.A. from West Virginia University in 1920; his M.A. from Ohio State University in 1928; attended summer school from 1929 to 1931, and has an LL.D. from Morris Harvey College, Charleston.

He has had experience as superintendent at Ripley, W. Va., and Piketon, Ohio; was head of the history department at Asheville, N. C.; assistant professor of education at Marshall College and at Morris Harvey College; was high school principal at Charleston, and has held his present position since 1937. He contributes frequently to *The NATION'S SCHOOLS*.

5th HONORABLE MENTION

Alma Mullins



Alma Mullins is teacher of the third grade in Austin, Tex. She received her schooling at Bonham, Tex., and at the University of Texas. Her hobby is writing; in fact, she interrupted writing a novel to enter *The NATION'S SCHOOLS* prize essay contest. She has had numerous feature articles and poems published.

Miss Mullins taught at one time in the school system of Coleman, Tex., at a time when C. H. Hufford, now deceased, was superintendent. This system was the model for her essay.

5th HONORABLE MENTION

William L. Berkhof



William L. Berkhof is superintendent of schools at Tecumseh, Mich. He was born and educated in Grand Rapids, Mich.; received his A.B. from Calvin College, Grand Rapids, in 1927; attended graduate school at the University of Michigan from 1929 to 1932, obtaining his M.A. degree in June 1930.

He was superintendent of schools at Sand Lake, Mich., from 1932 to 1935 and has been at Tecumseh since 1935.

This Essay Won
1st PRIZE
in
The NATION'S SCHOOLS
Essay Contest

Nothing too good for the schoolhouse

FRANCES BROWN CHASE

THERE is remodeling going on in the school building in which I teach. It is for the purpose of making more classrooms. There must be room for more children. The shifting population in my city demands immediate space in my particular school and classes occupy unfinished rooms.

The rear wall of my room is new. I have watched it in the process of construction. The framework was erected and plastering done during the summer but the blackboards, the bulletin boards, the molding, baseboards and chalk tray have all been fitted and installed within recent weeks. Now the hammering, sawing, scraping and filing have ceased. My room is a completed unit, a conventional classroom.

One Wall Is Shoddy

Apparently, the new wall is the same as the other three walls built twenty years ago. But as I face this new partition all day, I detect many flaws in its construction. The material is cheap and the workmanship is poor. It stands—the product of underpaid workmen and substitute material. The soft gumwood, the nail heads, the crooked joints compare unfavorably with the perfect oak trim of the other three walls and their nicety of finish, walls built two decades ago.

I wouldn't want such a wall built into a house I was going to buy. I should have to pay a price for that house of mine and I should have to pay taxes on it. I know the assessor would not detect one cull wall when three good ones were in evidence. Who shall concern themselves with details when, for their purpose, general appearances suffice?

Schoolhouse Deserves the Best

Who but the owner of a building is interested in the material and workmanship? Who but him is interested in the occupants of the place? I have long been a voting citizen in my town and I view this cheap school wall not only as a teacher and occupant but as a citizen and taxpayer. I feel I have been let down, that I have been cheated. I have little respect for that wall for it is not of the caliber for my schools, for I expect the best in the schoolhouse.

Years ago, to begin my first term of teaching I ploughed my way shoe-top deep in sand over the hills of a rural school district to my first school boarding place. On the way the grasshoppers lighted upon "my very dressed up" garments and chewed holes in them and spat upon me. Adding discomfiture to my reception, a buxom landlady no sooner spied me than she hastened to one

of those farmer's telephones and broadcast along the line: "Yes, the schoolma'am has arrived and she ain't any bigger than Sylvy!"

Sylvia was her 15 year old daughter who attended the school that was going to be mine and Sylvia had failed the eighth grade state examinations three years in succession. Added to this was the fact that Sylvia's father was the moderator of the district in which I was to teach and I had been forewarned that he hadn't much use for inexperienced schoolma'ams.

Then there was Harley, son of the director. He, too, had failed the state exams. Of course he didn't go to school "regular," especially in planting days and potato-digging time, and he was also pretty slow in grammar and "figgers."

My Job Was to Teach

It was going to be my job to get "Sylvy" and Harley, as well as the three other candidates, through the state examinations in June. I was also to wheedle along the Johnson kids and Mel Roop's two little girls, especially the one that seemed "backward a mite and why shouldn't she, being as she only weighed a pound and a half when she was born and they'd slept her in a cigar box."

There were only 19 pupils in my first school and it wasn't long before

I revere that little white schoolhouse standing on a desolate corner. It was our school and we worked to support it and make it finer.

I knew the history of every one and it was not learned from file cards. I knew the fathers, mothers and grandparents, those at home and those who had left and why they had departed. I had to please them, my bosses. They arranged my duties. They had ousted my predecessor and, if I didn't make good, they'd oust me. They weren't looking for any culls even though they had hired me for \$5 less than the appropriation for my salary.

Parents Were Satisfied

My first pay check showed me their appreciation. The teacher's salary remained as the budget allowed, even though I had come inexperienced. Succeeding terms brought salary raises. I heard, too, "If taters bring a quarter a bushel this season, we be goin' to shingle the schoolhouse." These country folk found means to support the school when they were satisfied. Furthermore, "T'other district warn't goin' ter slip over 'n hire you, bein' as we've been the ones to give you experience and trained you."

The poverty, the ignorance, the meddlesomeness of my bosses challenged me. Their appreciation inspired me. I revere that little white schoolhouse standing on a desolate corner. No shade crosses its shingled roof or protects the playground. When, long ago, I regretted the barrenness of its acre of ground, a grandpap confided, "Schoolma'am, you'd hev been as tickled as we wuz to see a cleared spot in the woods when we opened the land. We'd a ripped up our shirts for the school-ground. Yes, ma'am, we gave it the first cleared spot. Warn't nothin' too good for the schoolhouse."

We had spelling bees, Christmas trees and box socials in that one room schoolhouse. It lacked much but we fitted it with the then new reflector-like lamps, new window shades and even an organ. We raised funds and spent them to make things nicer and "pertier" for the children. There was much that was



There were only nineteen pupils in my first school and I knew the history of each of them, but it was not learned from file cards.

friendly and everyone had an important feeling about all our activities. It was our school and we worked not only to support it but to build it better and finer.

So it has been also with my city schools through the years. I have seen schoolhouses rise majestically. Citizens, as did the pioneers, have responded to build great homes for education. I have associated myself with a huge community and as a teacher I have endeavored to interpret education so that the taxpayers will continue to support it well.

I Have Tried to Know My Community

I have hoped to serve well and to know intimately my community. I have tried to follow its wishes. I have welcomed the advice and criticism of parents. I have regarded community clubs, entertainments, social meetings as important as progressive classroom procedure.

I have been active in my schools in promoting assemblies and programs and contributing writings for press and radio. I have had social, recreational and business clubs for classroom and homeroom. I have responded to civic drives and contests. I have established gardens on schoolgrounds. I have taken my pupils on industrial trips.

Pupils have said, "Let's go to the creamery. My Dad works there." And we've met Dad, a milkman.

When we visited a vacuum sweeper factory, an excited mother left her gadgets for a moment. "I'm just too glad to see you, Teacher. I never can get to the school doings. I work

here every day, you know. Tommy? He gets along all right in school? Now does he?"

And at the adding machine company: "Yah," hollers a boy, "there's my uncle. He's lame. Look, Teacher, there's some easy work here for the old men and cripples. It's got to be easy on Uncle."

While instructing in junior high school grades in my city, I have visited, with groups of pupils, 59 different industrial places within the metropolis. Every trip has meant several worth-while citizenship contacts for enlisting public support of schools. I have valued the warm community contacts which these trips have established. Friendly citizens, often parents, have helped us with every detail from the arranging of transportation for the trip to the acceptance of our "thank you for the privilege" notes sent to the personnel office of the concern. Always they seemed to want the best for the school folk.

I See a Great Need Today

However, I face the fact now which shows a frightful decline in expenditures from tax collection for the needs of education; the fact that my school building is being patched and extended by poor workmanship and poor material. I see enrollments swell and necessities dwindle. I see inferior teachers; inexperienced, unqualified individuals being placed in positions which demand trained leaders. I see the effect on student personnel. I note the struggle of associates endeavoring to hold to



My community must know of me and my teaching. My pupils make contributions to civic life by taking part in drives and collections.

standards tried and true; to meet the responsibilities of supporting strong walls among the culls.

Surely, the people of my land still want the best for the schoolhouse. They know the ideals upon which democracy is founded. I remain a teacher, an interpreter of education, and I must scrutinize my own performance in this field as I glare at a new wall.

I Want Parents to Know School

There is "Open Day" this week in my school and I am looking forward to meeting my children's parents. We have written the invitations. I am a special subject teacher and my enrollment is 214 pupils a day, besides 40 in a homeroom. My individual solicitation has gone with every invitation my pupils have written. I have talked with pupils invitingly and they know I personally

wish to meet Mom and Dad. I am ready not to discuss the little pecuniaries of A's and E's on report cards but to interpret my school in the larger sense, present my school so as to bring attention to conditions which I, as an educator, know are nationally significant.

I dare not rest in the security of my tenure and the protection of my organization and limit myself by the four walls of my room. I dare not overlook the shoddiness which I detect in matters pertaining to my profession. My public must know and see with school vision. I need the help of the voters as much as they need my service in the education of their children.

A great city system, like a huge machine, is no stronger or more efficient than its smallest detail. I, as a classroom teacher, am a valuable part of that great mechanism. If

Today I watch enrollments swell as necessities dwindle. I must make parents see these conditions which are nationally significant.

foreign matter interrupts and spoils the smoothness of my behavior, I shall not allow calluses to accumulate to protect me. I shall spurt and squeak and agitate my adjacent parts until I get attention. I shall not allow my machine to become clogged by the result of inferior practices. My schools must have the best.

In that first rural district, I had to sell myself to my community. I adopted the same methods that any good salesman employs to sell a brand of products in which he believes. I had to keep prepared to meet criticism, interference, poverty, hostility and ignorance. I had to fight my way in a battle which it seemed would never end. In a new and prejudiced territory I had to create warm friendliness and a desire among the people to provide more funds for educational expenditures. I had to mold my community into supporting education. That was my job.

Pupils Are Active in Community

I had to publicize my work and solicit attention. Today, also, I need to make myself heard. My community must know of my teaching. My pupils contribute to community newspapers. They enter civic contests. They must continue to contribute to drives and collections. Paralleling all academic work, come the current demands of the city, the nation and the world.

I must keep tuned to the needs of the changing population of my city; I must meet the moving scenes of my communities. Having achieved critical perspective, I take for myself the privilege of analyzing new walls. I can tolerate the shoddy elements which meet my vision because I know that they are outnumbered by worthy factors which stand as firm and finished walls. They stand as faithful bulwarks protecting and interpreting education in my community so that citizens will respond and support them well.

LEGISLATIVE POLICIES *of the* National Congress of Parents and Teachers

THE National Congress of Parents and Teachers, with its membership of 3,487,138 men and women in every state of the Union, the District of Columbia and Hawaii, has five definite objects, one of which is "to secure adequate laws for the care and protection of children and youth."

The Congress has taken great care to formulate a program of legislation that represents the thinking of the majority of its large membership. Certain policies are at the head of this program; they have been approved by the board of managers, on which every state president serves, and by most of the state branches. These serve as yardsticks for our national committee on legislation when it recommends specific bills.

Policy on Federal Aid

Our policy on federal aid for education is this:

1. We believe that it is necessary for the federal government to appropriate funds to supplement those raised by local and state governments to provide adequate educational opportunities for all children and youths. We support the principle that funds appropriated by the federal government should go to public tax-supported schools only.

2. We believe that federal funds should be appropriated for equalizing educational opportunity among the several states, with provisions ensuring (a) distribution according to need, such need to be determined on the basis of established facts, which shall serve as a foundation for a specific formula for apportionment; (b) maximum local and minimum federal control, and (c) encouragement to the states to put forth their highest efforts to equalize educational opportunities within their own boundaries. This aid should include funds for libraries and for the education of handicapped children.

Neither of the federal aid bills before Congress completely conforms to this policy but of the two on which hearings have been held our organization feels that companion

bills S. 181 (Thomas-Hill) and H.R. 1296 (Ramspeck) approach it closely enough to merit our support. The board of managers has approved this support, and replies to a questionnaire sent out to the state branches show that 31 of them are supporting these bills by either board or convention action. Only one state branch expressed any opposition and that was directed toward the appropriation of \$200,000,000 on an average daily attendance basis.

We know that an appropriation based on average daily attendance will not serve to equalize opportunity, but S. 181 stipulates that the appropriation is for the duration of the war and a year thereafter. It is not a continuous one, as is the \$100,000,000 appropriation on an equalization basis. We would prefer a bill directing that all funds be appropriated in the manner stated in our policy, that is, "distribution according to need, such need to be determined on the basis of established facts, which shall serve as a foundation for a specific formula for apportionment."

These Policies Are Basic

However, the present need is immediate and great and we are supporting S. 181 and H.R. 1296 because their provisions *do* preserve local autonomy and because the money goes to public schools. These two policies are so basic that we feel they overbalance our one objection to S. 181 and H.R. 1296 and we hope that the Senate and House committees may amend the bills in favor of equalization-of-need appropriations.

We could not support S. 717 and its companion House bill because we feel that under their provisions the administration of the funds is too much on the federal level and because it is against our policy for appropriations to be given to non-public schools. We believe in the separation of Church and State. As a nonsectarian organization, we are not opposed to any church but we do think that the money that comes from federal taxation should be

CATHERINE F. McCLELLAN

Chairman, Committee on Legislation
National Congress of Parents and Teachers

given to the public, tax-supported schools which educate 90 per cent of the nation's children.

Those who are opposed to federal aid for education, notably groups organized to keep taxes down, are prone to accuse any group that supports it of blindly following "gimme teachers," to quote from a letter I received from a representative of a certain state chamber of commerce, "in trying to get their salaries raised and not thinking about the child for whom the schools should be operated."

We realize that teacher welfare and child welfare are inseparable. A child's education is no better than the quality of the teacher from whom he receives it, and unless or until we pay teachers salaries commensurate with the service they render, we cannot expect the best in education.

Until we can get federal aid for education, plus enough state aid to eliminate inequalities within each state's own boundaries, we shall never have equal educational opportunities for all children. At present there is no such equalization, in even a single schoolhouse. A child in one room may have a good teacher but a child in the next room may have a teacher whose only credential is an emergency certificate that enables her to replace either one or a series of teachers who have left the profession for more remunerative work.

Potential teachers are looking to greener fields and who can blame them?

Laborer Worthy of His Hire

To quote the president of our organization, Mrs. William A. Hastings: "The National Congress of Parents and Teachers believes that only through federal aid for education can inequalities among schools be wiped out and minimum standards of literacy established throughout the nation."

The Economic Cycle and School Revenue

LEE M. THURSTON

Deputy Superintendent, Michigan Department of Public Instruction

and

HERBERT F. SMITH

Supervisor, School Accounting, Michigan Department of Public Instruction

PERIODS of business prosperity are followed by periods of depression with enough regularity to have given rise to the term "economic cycle." Though descriptive, the term is not wholly apt, because it pictures something coming full circle, making a tour and returning at length to the point of original departure.

This is an incorrect conception of the economic cycle, for each great wave of prosperity has carried our economy onto higher ground. When the dollar income of the American people is pictured by years from 1870 to 1944, as in figure 1, this general upward thrust of American economy is plainly to be seen.

The risings and fallings of the American economic tide have ranged from the gentle to the violent. At times they have appeared to affect only a few persons and a few enterprises and at other times a great many. On a few notable occasions, such as the postwar prosperity period of 1922-29 and the depression of 1930-35, the tides have been so powerful as to leave behind them great wreckages and tossed-up fortunes and to have impelled sweeping reformation in the provision of public revenue, especially public school revenue.

Public school revenue is affected by the economic cycle but the schools do not feel the influence of an up-

swing or a downswing in general prosperity until some time elapses. When the curve of public school revenue is plotted, it shows ups and downs and a long-term tendency to climb but, generally speaking, the fluctuations are more moderate than are those of the economic cycle that produces them. This smoothed response of school revenue to national income, from 1910 to 1944, can be seen in figure 2.

An Erroneous Notion

It has somehow come to be the general opinion that the ups and downs in the state of our national fortunes have always been harmful in their effects upon public education. That erroneous notion has perhaps arisen from the fact that during the prolonged business sickness of the 1930's the revenues of the schools went down while their educational burden, because of unemployment and other factors, increased in weight and, as a result, the schools were at full stretch when they had a comparatively small revenue.

How this curious educational phenomenon developed in a state is pictured in figure 3, which shows the curve of school revenue and secondary school enrollments in Michigan from 1925 to 1945. When Michigan high school enrollments were up, school revenue was down. And the same thing occurred in many urban centers throughout the country.

Because the aggregate personal income of the people is usually from 30 to 40 times as great as the public school income, the dollar amounts do not lend themselves to picturing together on a small chart. The amounts have therefore been computed for figure 3 in index numbers, the respective figures for 1925 being set at 100.

Depressions have their beneficial as well as their injurious effects on public education. They intensify competition for revenue and thus interpretation is improved. They force inventiveness. Curtailments of program can be made intelligently as well as foolishly. And it may not be out of place to add that in a short

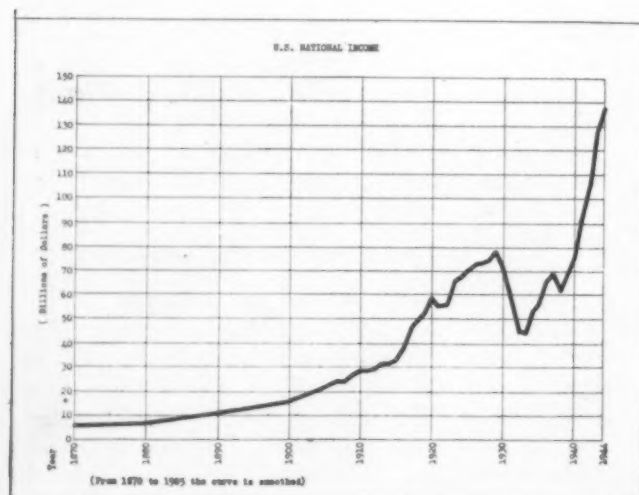


Figure 1.

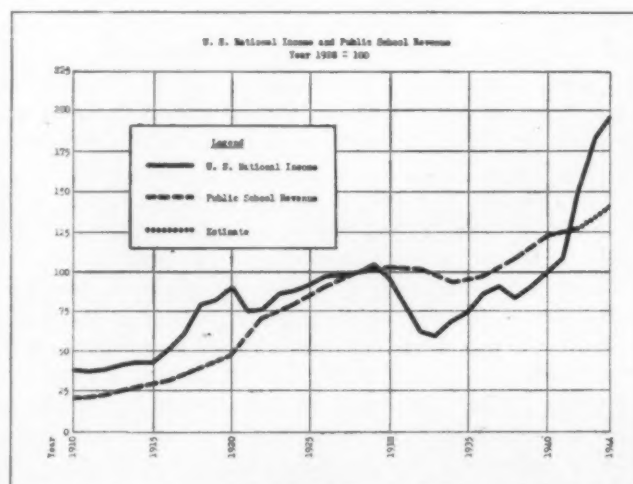


Figure 2.

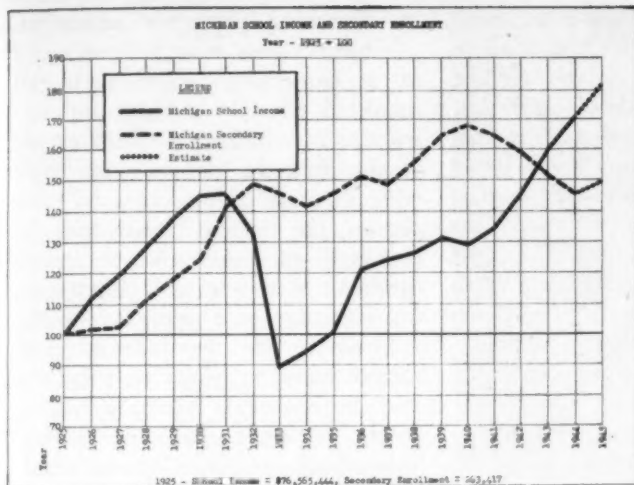


Figure 3.

depression the teacher's purchasing power may be strengthened, provided the price index falls faster than the teacher's salary.

When prosperity returns, there is a time lag between its resurgence and the increase of school revenues. The lag is due partly to the time required for the financial triple-play of budget-to-taxes-to-expenditures and partly to the uncertainty as to whether the depression is really coming to an end. Stated oversimply, a dollar takes two years or more to travel from the taxpayer's pocket to the teacher's pocket.

School Outlay Tags Along

Figure 4 pictures the curve of national income and the curve of public school expenditures in the United States from 1920 to 1944. The amounts have again been computed in index numbers, the respective figures for 1928 being set at 100. The national income always leads, whether it is rising or falling, and public school outlay tags along behind.

In absolute amounts, the schools slightly improved their revenue position during the 1938-44 period. National figures are not yet at hand for 1944 but from 1938 to 1942 the public schools of the nation increased their revenues by about 2 per cent each year.

However, if we speak in relative terms, relative, that is, to the reanimated tempo of our economic life, the public schools were outdistanced by other forms of enterprise. The armed forces, some federal agencies and many lines of industry were surging forward much more rapidly than public education, which lost

heavily in the contest for manpower and facilities during this period.

There were just two elements of saving grace (fig. 5) in the nationwide educational situation. The secondary school enrollments declined and the federal government took over some of the cost of sociological child care and special war training. But today the secondary school enrollments are again on the rise and the federal government has abolished its war-training programs. Already on every hand there are evidences of the imminent need of enlarged educational budgets.

Returning veterans and unemployed and displaced war workers are applying in increasing numbers to our public school systems for education and training in day and evening programs. The salaries of urban teachers, though to be sure they have inched upward during the extended period of war labor shortage, remain far below what is paid for commensurate responsibility in other lines of work and these salaries now require a considerable readjustment upward, not merely for the sake of equity but for the improvement of education through the improved processes that are daily taking shape in response to community needs and educational progress.

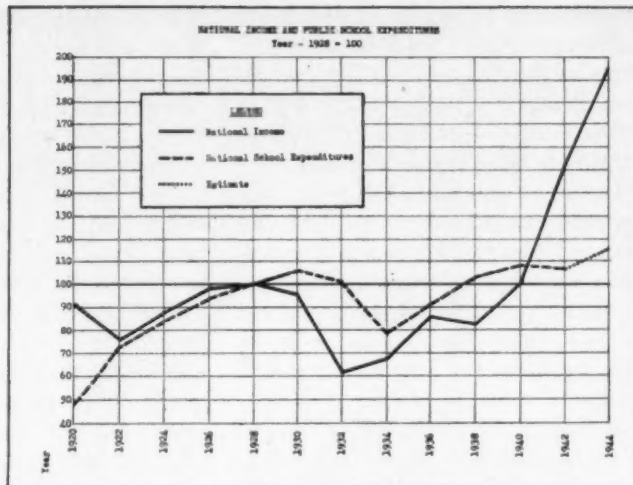


Figure 4.

Apart from such demands as these, the public school system cannot forever put off the modernization and enlargement of its plant, a matter that has been allowed to stand over since the time of the W.P.A. and is now estimated for the nation to be some \$2,500,000,000 in arrears.

Signs for the Future

Many signs point to the need for larger public school expenditures in the years to come. During the peacetime period from 1922 to 1940, public education tended to claim from 2½ to 3½ per cent of the national income. Various estimates of future national income suggest that it is not likely to fall below \$125,000,000,000. Three per cent of that figure is \$3,750,000,000 and this sum, which far exceeds anything that has hitherto been spent in a single year for elementary and secondary public education, might on first thought be taken as a minimum of annual education

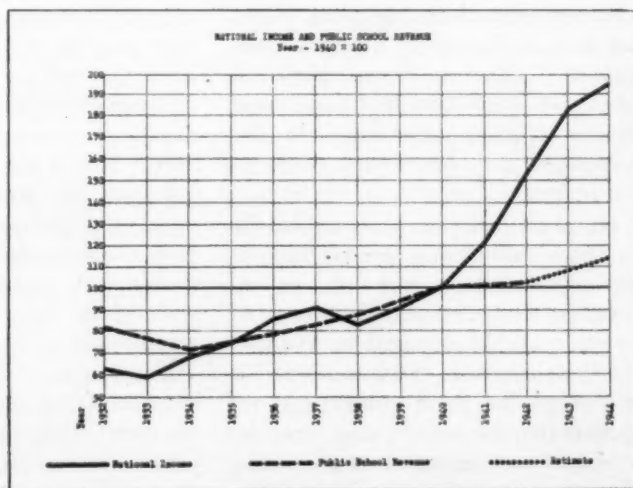


Figure 5.

revenue after things are settled down.

However, it would be naïve to suppose that 3 per cent of the national income will be applied to public education in the future merely because it was done in the past.

Let it be considered that our immensely expanded national debt will demand a larger proportion of everyone's earnings in order to meet the necessary payments of principal and interest; that America's share of the expense of world rehabilitation will surely be more burdensome than it was during the aftermath of World War I, when our world rehabilitation costs were heavy enough though partly concealed, and that the decentralization of American cities and other defensive measures that may be taken against atomic destruction may cost more than the amount of the present national debt.

To be sure, inflation may reduce the proportion of every man's income that will be applied to these expenditures but it would require an unbelievable inflation to leave every man's expenditures unaltered.

Let it be considered, too, that among our domestic problems the cost of establishing adequate stand-

ards of living, especially as to nutrition and shelter, will trench more heavily than before on the average wage-earner's pocketbook and that public assistance, social security and various other measures, now or later to be employed to alleviate human want and counteract human improvidence, may exact an increasing toll from the amounts people earn.

The amount which the American people apply to the support of public education will be conditioned, in good times and bad, upon national income, the people's willingness to pay and the adequacy of educational administrative and financial structure. Many believe that the American culture of tomorrow will demand more comprehension and skill of the average man and woman and that an improved educational program will be in order.

There is no magic in the figure of 3 per cent. If the public schools are going to fulfill their duty, then they must take the fullest advantage of their opportunities in the way of interpretation and carry to the American people a conviction that excellence in public education is organically related to public welfare.

in discussing character education.

Ethical values may be conceived of as something beneficial to all mankind. Certain of them are constitutional or biological. Sterilization of the imbecile may be considered ethically justifiable since, by this process, the human family may be benefited, yet most cultural groups condemn it as immoral. Birth control is considered ethically acceptable, yet even in our own heterogeneous culture some religious sects believe it to be immoral. Mercy killing is another example. Ethically, it may be justified; morally, it is condemned.

Such an ethical value as sound health habits may be prostituted and distorted by religious or moral implications. At times ethical values, such as the taboos of primitive cultures, take on religious or moral significance during the process of evolution and lose their original meaning.

One of the major problems of education is the development of good character. Here, however, we cannot regard our own personal responses as a socially acceptable standard for children; as educators, we must turn to the group for the established values for the immature. Thus, a Christian educator within a Mohammedan culture must present that culture to his pupils in spite of the fact that he may not condone its practices and may desire to modify the Mohammedan culture so as to include his own Christian values.

The teacher enjoys one advantage, however. If, as a social leader, he can educate his group through intellectual persuasion, scientific verification and practical application to accept a value foreign to the accepted culture but ethically sound for any culture, he is justified in doing so. He has received group permission and, as a member of that group, is entitled to elicit a certain individuality of responses which, in turn, may modify group behavior.

We, as educators, confuse character education with moral training. We should see it, rather, as the creation of a pattern of socially accepted predictable responses. This implication of moral training confines within narrow limits a broad interpretation of character education that could be utilized effectively in educational programs. We should forget morals, as generally conceived, and substitute for them broad ethical values.

We Must Forget "Morals"

DONALD BERGER

Teacher, Horace Mann-Lincoln School
Teachers College, Columbia University

CHARACTER, defined scientifically, without reference to moral values, is manifested by the comparatively more predictable reactions and responses of an organism. When we say, in discussing a person's behavior, "That is characteristic of him," we mean that he has behaved as the speaker expected. He has responded in a more or less predictable manner.

Good character is evidenced by the comparatively more predictable reactions and responses of an individual which are socially approved by the persons engaged in evaluating his behavior. Bad character is evidenced by those predictable responses that are socially unacceptable.

Values are important in discussing character education but they differ widely among cultures and among

smaller units within broader groups. It is almost impossible to select a given value and label it as universal. Even religious sects differ fundamentally in concepts of values.

It may be noted that I have not used the word "morals" but have substituted "values," since "morals" usually has some religious implications. Morals vary with mores and folkways of groups—geographical, racial and political—and with economic evolutions of cultures and sociological changes concomitant with class, caste and cultural developments.

If we discard the word "morals" because of the sheer impracticability of ascertaining which morals, divorced from religious concepts, are universally acceptable, we can yet turn to ethics for our values essential

AMONG children, ranging in age from 5 to 14 years, rheumatic fever takes more lives than any other disease, more even than pneumonia, influenza and tuberculosis which are commonly thought to take the largest toll. Among boys and girls of high school age, only tuberculosis has a higher fatality rate than rheumatic fever.

A half million children and young people, it is estimated, have or have had this disease. Its high incidence places a great responsibility for its control upon the schools and the nature of the disease causes it to be a responsibility which is not easily met. Control is a many-sided and long-range problem.

In the fight against diphtheria, for instance, once the miracle of antitoxins was known, control was a comparatively simple matter. With



Proper convalescent care is vital in treatment of this disease.

Schools Can Help Combat *Rheumatic Fever*

rheumatic fever, though, no immunity is to be had. On the contrary, the child who has had it once is susceptible to renewed attacks. It is necessary, therefore, that such child be kept under medical supervision throughout his school career and that he be safeguarded, insofar as possible, against a recurrence of the disease.

Complicating the problem is the fact that many children who have had rheumatic fever are not identified. The attack may have been so slight as to cause little concern or the illness may not have been properly diagnosed—the diagnosis is exceedingly difficult—or, what is even more likely to be true, the school may not have a complete health record for each child. Yet, so long as the boys and girls who are the most likely victims of rheumatic fever are not identified, they are being denied the supervision and care they need.

The schools and all persons concerned, moreover, must work against many misconceptions about the disease that often handicap efforts to

control it. For instance, the notion is widely held that rheumatic fever is dangerous because it leaves the child with rheumatic heart disease, which it sometimes does, and that he is likely to "drop dead."

The fact is that it is the infection itself that is the "killer," not heart disease; contrary to what is generally believed, the mechanical damage to the heart is of amazingly little consequence in childhood. Yet those responsible for the child's welfare, both at home and at school, will often go to great lengths to protect him from physical exertion which they feel might strain his heart, such as going up and down stairs.

They will, however, thoughtlessly subject him to a real hazard through exposure to the common cold. Colds and other respiratory infections are extremely dangerous to children who have had rheumatic fever because they may lead to a recurrence.

RUTH E. CRAWFORD

Children's Bureau, U. S. Department of Labor
Washington, D. C.

Rheumatic fever poses many special problems for the schools which cannot be met single-handed. If it is to be brought under control, a coordinated effort must be made by the schools and health agencies and other groups in the community to reach a twofold objective: (1) identification of all who have or have had rheumatic fever and (2) getting care to those who are suffering from it and protection to all its victims, at home and at school, in order to prevent a recurrent attack.

The schools are in a key position for identifying rheumatic fever's victims. To meet this responsibility, teachers, school nurses and others in contact with the children should all know the simple facts about the

disease, so that they can be on the alert for its symptoms.*

In brief, the child who is not up to par, who is "ailing" and who complains of pains in his joints and muscles should be suspected. The child who develops awkward jerky movements and unexplained crying spells may have St. Vitus's dance, a form of rheumatic fever. If a child who is absent is reported to have a high fever and swelling in first one joint and then another, then the school should become concerned for these are definite symptoms.

Only a careful examination by a physician can determine whether or not the child has rheumatic fever and the schools have a share in the responsibility for seeing that children have an examination when any of these symptoms appear, for the sooner rheumatic fever is "caught" the more chance it has of being brought under control.

As for knowing which children have had rheumatic fever earlier in life, there is, of course, but one way of discovering this and that is through an examination of all children in school, with suspected cases being referred for special diagnosis. Such an examination, incidentally, may disclose that many who were believed to have had rheumatic fever or rheumatic heart disease are free of it.

Supervision an Individual Matter

An over-all examination is not now possible in all schools or even in a large number of them. Until it is, the known cases, at least, can be kept under supervision. How this is to be done must depend upon the doctor's recommendations, for it is largely an individual matter. There is almost as much danger, psychologically, in curtailing a child's activities needlessly or making an "invalid" of him as there is in overtaxing his physical strength.

Some of the children can participate in all activities of their age group; for others, only a limited participation is possible. In any case, elementary precautions can be taken on behalf of all of them; a close watch can be maintained to see that their general health is kept up and that they are not becoming overtired.

*These facts are set forth in a pamphlet, "Facts About Rheumatic Fever," copies of which are available free upon request from the Children's Bureau, U. S. Department of Labor, Washington 25, D. C.

In particular, exposure to persons who are sneezing and coughing must be avoided. This is a very real reason, among many others, why children and teachers with colds should not be in the classroom.

Nourishing food is a "must" in maintaining the child's resistance to disease. Schools have a responsibility here, too. A good school lunch is especially important for the child who has had rheumatic fever. Schools that have no facilities for serving lunch can encourage children to carry a lunch from home.

Families Often Need Help

Beyond what the schools can do in helping to identify rheumatic fever victims and making adjustments for their protection, much more needs to be done if the proper care and protection are to be given them. Often the family cannot meet alone the many problems that arise. Relatively few, in fact, can bear the strain imposed by a long illness that sometimes requires a child's hospitalization or protracted convalescent care in an institution or foster home. Under the best of circumstances, family adjustments are likely to be required. Many families may not know that help is to be had and the schools, often, are in the key position to direct them to helpful agencies.

All the help that is needed is not always available within the community, however, even for those families with sufficient means; nevertheless, in most instances, even limited community resources are greater than those of the individual family for meeting the demands for the care required. Good medical, hospital and nursing care is essential. The skills of a medical social worker, a public health nurse, a social worker, a vocational guidance counselor may also be needed in helping the family and the child meet the situation.

Ideally, all children who have or have had rheumatic fever should receive the well-rounded care thus indicated, but this is not always possible. A step in the right direction has been taken, however, within the last five years through the development of rheumatic fever programs in a number of states. These are administered by state crippled children's agencies under plans approved by the Children's Bureau and are supported in large part by federal

funds made available to the states under the social security program.

These programs are now in operation in California, Connecticut, District of Columbia, Iowa, Maine, Maryland, Michigan, Minnesota, Missouri, Nebraska, Oklahoma, Rhode Island, South Carolina, Utah, Virginia, Washington and Wisconsin. Approximately the same number of states is now planning such services and almost all of the remaining states have realized the need. Unfortunately, as yet only a few counties in these states have rheumatic fever control programs and thus only a small number of the thousands of children in need of care is being reached. Where they are in operation, however, well-rounded services are provided including, first of all, good medical care.

Handicapping all public efforts to deal with the problem of rheumatic fever, which involve providing care of so many kinds over such a long period, is a general lack of funds, personnel and facilities. But this situation may not always be what it is now, for within the past few years there has been a general awakening of communities to the seriousness of rheumatic fever. As in the case of tuberculosis, diphtheria and, more recently, infantile paralysis, once public interest is aroused, much will be done through private and public agencies to provide proper care to all rheumatic fever victims.

Program of Care Needs Expansion

Recommendations made recently by the National Commission on Children in War Time have an important bearing upon the whole problem. This commission, which is made up of outstanding men and women in the health and welfare fields, calls for a great expansion of services for crippled children under the social security program and, as part of that expansion, the commission would earmark \$15,000,000 of federal funds for the extension of rheumatic fever programs throughout the country.

The goal is to make good care possible for all the tens of thousands of children who have or have had this disease and to that end the schools, working with other agencies in the community for a better understanding of the affliction and of what is needed to combat it, can play an important rôle.

New Slant on Physical Education

LT. ARTHUR F. BYRNES

Director of Physical Training, Amarillo Army Air Field, Amarillo, Tex.

DESTRUCTIVE as war is, it has some concomitants that are definitely beneficial. One benefit derived directly from the mass training given to service men and women is an awareness of the value of physical training. Never before in this country have so many people been exposed to physical training or been so conscious of physical fitness.

There is a great difference between the physical education programs of schools and colleges before the war and the physical training programs administered by the various branches of the armed services in transforming citizens into soldiers. The objectives of the two programs were different; hence, their activities varied considerably.

The "Physical Fitness Manual for the U. S. Navy" states the objectives of the Navy's program as: "Freedom from disease and handicapping defects . . . strength . . . muscular endurance . . . cardiorespiratory endurance . . . agility . . . flexibility . . . speed."¹

The "Army Air Forces Training Command Memorandum No. 50-21-1" gives the Army's objectives as: "(1) to condition physically all military personnel for maximum military efficiency; (2) to provide all military personnel with essential survival skills; (3) to provide all military personnel with a pattern of physical conditioning which they understand and can utilize in combat areas."²

Compare the Army's and Navy's objectives with some of the aims of physical education as set forth by Voltmer and Esslinger³ in 1938: "Attainment of sportsmanship, attain-

ment of leadership, attainment of positive active qualities, attainment of positive mental qualities, attainment of sociability."

We see at once that the armed forces in their physical training program are interested primarily in the physical conditioning of individuals, whereas the colleges go beyond this in their aims for physical education and strive to develop students' mental, moral and social abilities and to build character.

The obvious thought-provoking question is: What effect will physical training have on physical education? Now that the war is over, will physical fitness be a dominant item in physical education programs or will it be relegated to an aim "less worthy of general pursuit"?⁴ The Army and Navy had millions of men to condition with a minimum amount of time and equipment. Classes were, therefore, large and for effectiveness both discipline and activities had to be formal. High schools and colleges also are interested in physical fitness but have a responsibility that goes beyond this. They have four years in which to inculcate health habits and psychomotor skills, to teach self-control and establish growth patterns, in addition to physical fitness.

Medical statistics of men entering the armed services showed an appalling number who lacked evidence of

⁴Ibid., 1938, p. 54.

health habits. Initial physical fitness tests in basic or boot camps revealed the inadequacy of many trainees for the hard physical life prevailing under combat conditions. Both these situations reflect on existing physical education programs.

Have we stressed improved individual performance and instruction to the neglect of the welfare of the group? Have esthetic aspects become more important than actual physical condition? Have we placed a higher value on the recreational aspect of physical activities than on the physical fitness aspect? Have we eliminated pure conditioning activities as being too reactionary?

Everyone seems agreed that physical education is due for expansion. During the war large groups experienced the benefits derived from having strong, fit bodies in prime physical condition. When the same people assume their former rôles in society, the field of physical education will have many strong supporters. Geared to this thought trend is the advocacy by many of our leaders of some form of supplementary training for youths upon the completion of their secondary school course. However this idea is developed, we can assume there will be a place for physical education.

In general, it may be said that military physical training exerted the following influences on physical education: (1) it placed new emphasis on certain aims and objectives; (2) it decreased the amount of informality in physical education and established principles that are known to develop fitness; (3) it developed strong advocates of physical education; (4) it showed clearly that physical education is a more inclusive type of training than is physical training; (5) it revealed the need of more emphasis on physical fitness.

WRITE FOR YOUR VOLUME INDEX

If you bind your volumes of *The NATION'S SCHOOLS* you will want the index to Volume 36, covering issues from July through December 1945. Continued paper shortages prevent its publication in the magazine. Send requests to 919 N. Michigan, Chicago 11, Ill.

¹Physical Fitness Manual for the U. S. Navy, Bureau of Naval Personnel Training Division Physical Fitness Section, 1943, p. 1.

²A.A.F. Training Command Memorandum No. 50-21-1, Training, Physical Training, Program of Instruction, General, Sept. 12 1944, p. 1.

³Voltmer, Edward F., and Esslinger, Arthur A.: *The Organization and Administration of Physical Education*, New York, F. S. Crofts and Company, 1938, p. 54.

Home Visiting Pays Dividends

IN MANY communities the school system is held responsible for the unsatisfactory behavior of a certain number of its pupils. Such an attitude on the part of the public means additional headaches for over-worked school executives. In times of rising delinquency, it behooves all schoolmen to make full use of whatever methods or services can assist them with problem children, pre-delinquents and delinquents.

One such service is that of the visiting teacher. The old days, when nonconforming pupils could be summarily ejected simply because they were troublesome, are gone. Today, teacher loads are high and classes are large; individual attention to pupils is more and more difficult, for the primary duty of the teacher is to the group. Yet nearly every class contains one or more problem children, or pre-delinquent pupils.

Treatment Requires Information

Each such child must be treated as an individual; each case differs from the other. The diagnosis and treatment of the difficulties of problem children must be on an individual basis, yet they cannot be effective unless information is available about the child's character, the problem situation, the parents and the whole socio-behavior background of the child. Cooperation among the teacher, the parents, the child and the principal is always desirable and often essential.

At this point the visiting teacher service makes its contribution. The average school administrator does not have the time or the facilities to become well acquainted with the home, the family background, the peculiarities, aptitudes and problems of each pupil. Yet, in most cases the satisfactory solution to a particular problem demands that someone talk with the child, visit the home, confer with the parents and obtain their cooperation, explain the position of the school in the matter and, in general, gather information pertinent to the particular behavior problem.

The visiting teacher cannot change delinquents into angels but in times of rising juvenile delinquency she can ease the burdens of the harassed principal

JOHN H. BURMA

Professor of Sociology, Grinnell College

This the visiting teacher does. In some cases she may assist in the treatment, particularly if the crux of the matter lies outside the school; in other cases the difficulty can be resolved by passing on to the principal, parents and teacher the information and the insight she has obtained.

Each principal knows cases he has been able to assist because he happened to possess the necessary information or was willing to spend his valuable time in gathering it. He also knows many cases which have continued unsolved and untreated because no one had the time or the duty to act as a liaison between the school and home and the child. Visiting teachers cannot change delinquents into angels; however, most of our young people are sound at core and the usual behavior problems are such that an individual with the proper interest, professional knowledge, time and sympathy can be of great assistance in handling them.

Part-Time Visiting Teachers Tried

Fortunately for the harassed school administrator, even a part-time visiting teacher can solve many behavior problems. Frequently school systems give the visiting teacher service a trial by asking one of their staff to take some social welfare training and then to devote approximately half her time to visiting teacher work.

The visiting teacher performs a number of specific services. For the classroom teacher, she brings relief from the problems which are cre-

ated by the nonconforming child. She neither supplants nor interferes with the classroom teacher's discipline or work but she does bring a trained outlook to bear on problems which by their nature cannot be seen objectively by either the teacher or the pupil. She contributes a new understanding of the total situation of which the pupil's school problems are only one aspect.

Her Work Is Skilled

For the principal, the visiting teacher is a source of information on which he can rely. She performs skilled work in a field in which he himself usually is not primarily trained. She brings him assistance in problems of child welfare before they become acute. She is a liaison between the teacher, the school, the parents and the child. She conserves his time and energies, releasing them for other activities.

To the perplexed parents, the visiting teacher offers a chance to tell their side of the story. Her visit is concrete evidence that the school is not "mad at" the child and that it does have the child's welfare at heart. Many parents are turning more and more to the school for help with their children.

Visiting teachers' service will not solve all problems but when it is used there are less truancy, less delinquency, better understanding of the school by the citizens and better understanding of the citizens by the school. It is a concrete evidence to the community that it has an up-to-date child-centered school system.

Let's Have More Color... but seek the advice of color experts



SCHOOLHOUSE PLANNING & REPLANNING

Let's Have More Color... but seek the advice of color experts

in planning new decorative schemes

THE school child has certain basic rights. Chief among them, since we force him to attend our schools, is the right to a clean, attractive building. Too often his school surroundings are ancient, drab and unattractive.

Many of us in the past became saturated with the idea that the only economical way to decorate our classrooms and buildings was to use a standard color scheme. This consisted of a light ivory for ceilings and a standard buff for sidewalls. The ceilings became dirty and the sidewalls faded long before we could hope to redecorate the buildings.

Outlook Was Discouraging

Most of us were discouraged with the idea of ever being able to attain pleasant surroundings for our children, particularly in old buildings. Several years ago, I was associated with a school system in which the senior high school, built in the early 20's, had never been painted. As is often the case, the painting had been put off until some time in the future and, as also often happens, instead of being painted in two or three years, time went on and on with the building becoming exceedingly dingy and dismal in appearance, and no painting being done.

Furthermore, during the roaring 20's, discipline problems mounted by leaps and bounds, morale was at a low ebb, relations among pupils, teachers, principals and the public often became unpleasant. Many distasteful rumors were bandied about. Not because of, but in spite of these conditions, it was decided to redecorate the building. Frankly, we used the customary standard colors, light ivory for the ceilings and buff for the sidewalls.

It is a matter of record that when the youngsters came back to school after the building was redecorated their attitude was changed. They were proud of their new surroundings and happy in them. They developed a clean, fresh outlook. Discipline problems dropped 70 per cent. This made such a profound

impression that we began to look farther into this matter of color and cleanliness. We decided that if so little could accomplish so much, certainly additional decorative possibilities should be looked into.

We studied the effect of colors and light in classrooms and today, after several years of experimentation, we are using a uniform system of decoration which gives some variety yet does not materially affect decorating costs.

The enthusiasm of teachers and pupils for this uniform decorating scheme is highly gratifying. We have eliminated colors containing chrome yellow or those in which yellow is a predominant pigment, with one exception. We are using extremely light ivory for ceilings almost entirely because of its ability to reflect light and because a dead white ceiling is offensive. Whenever possible, we drop the ceiling to a molding or some other natural breaking point on the sidewalls, well above eye level. We use one of four basic pastel paints for sidewalls, light buff, blue, gray and green. Two tones of these colors may be employed in an extremely high ceiling room which has some natural physical quality that allows for paneling.

We use one color throughout all rooms which have the same exposure, the quality of the light, whether it is from the east, south, west or north, being our guide in selecting one color in preference to another.

Artificial Light Is Considered

Artificial light as well as daylight is also considered. We avoid yellows and reds because of their reactions to artificial light. Most artificial light is predominantly reddish yellow, which accentuates these pigments on the wall and we know through experience that the fading of complementary pigments will leave yellow and red distastefully predominant. Even buff paint, after a washing or two, becomes dominantly yellow.

This reaction is less noticeable in

E. E. McGRATH
Business Manager and Superintendent of
Buildings, Board of Education
Pontiac, Mich.

rooms having a northern exposure and since yellow is a gay color with high visibility buff is used in rooms facing north. We use gray for east rooms because it is neutral and warm. Blue is the best color for rooms having a southern exposure because it is the coolest of the four colors and those rooms get the most daylight. We use green in rooms on the west because it is restful and stands up well under exposure to the late afternoon sun.

Effective as Backgrounds

All of these colors in pastel tints provide effective backgrounds for posters of various hues, autumn leaves and other types of decoration which may be imposed upon them by the curriculums and activities of the individual classrooms. They clash very little with other colors and once this has been explained to the instructors and principals, their enthusiasm is gratifying. The children's reaction also is favorable.

We find that the colors we use are of lasting quality and stand several washings without becoming offensive. They are also economical to use. No extra labor cost is involved in mixing them since enough of one color can be mixed at one time to paint several rooms having the same exposure. The cost of the paints and pigments is no greater than that of the standard colors previously used and after one building has been painted the crew will move just as quickly and efficiently as it did before.

Our color schemes do not preclude any decorations for special activity rooms, such as auditoriums and kindergartens where a particular treatment may be desired. The colors lend themselves efficiently to all such activity rooms. Certainly, some extra thought must be given to auditoriums, cafeterias and other special rooms, for in these places eye appeal, architectural qualities and durability

under special conditions must be taken into account in choosing colors.

In recommending the use of color, it would be well to offer a word of caution. Few persons have the ability to look at a small sample of color and visualize it as it will appear on a large wall area or ceiling. Many disastrous effects have resulted from someone's desire to use a particular color in combination with another. Many colors are beautiful when used in small amounts or on small areas and when thoughtfully blended with complementary colors. But this ability to visualize and blend colors is a gift that few people possess.

If the ability is to be acquired at all, it is only through many years of trial and error which will dictate situations to be avoided. This is an expensive process of learning, however, and, if economy is the keynote in decorating a school, it is better to rely on tried and true performances than to go off the deep end with brilliant color schemes whose varied hues may have a disturbing instead of a pleasing effect and will have to stay for several years.

Auditorium Redecorated

One auditorium which we decorated a few years ago was an architectural monstrosity. It had a buff face-brick wall to wainscot height, a half balcony with a wood paneled front and a plastered ceiling on the underside of the balcony. The rest of the room, except for the stage, had smooth plastered walls. The ceiling was a square cross-beamed affair, similar to those seen in many churches. The stage was a large square, a sort of built-in afterthought, with a square-beamed proscenium and an odd mixture of Grecian and other architectural ornamentation in its general makeup; it had an extended semicircular stage floor.

We applied ivory prefinished acoustical tile to the ceiling, used a delicate pastel blue on the sidewalls and a light ivory on the under balcony ceiling. At this point our enthusiasm was great because, if we stood at the front and looked back, we realized that we had a pleasing and beautiful color combination. The wood paneling of the balcony, however, with its varnished surface, was hideous. This we painted. Then we started on the stage.

Suffice it to say, there were parts of the stage which were covered with seven coats of paint, telling a tale of how various color combinations had been tried one by one. We finally arrived at dark blue for our color choice. This we varied somewhat in small paneled areas which contrasted with the pastel blue of the sidewalls. All that we can claim for it today is that it is the least offensive of anything we tried.

The final judgment of all who have seen the auditorium and who know anything about the mechanics

of architecture and decoration is that there is only one cure for this room—decoration alone is not enough—and that is to rebuild the proscenium and repanel the stage to conform to the rest of the room.

Color can be wonderful in its effect and appearance. It can also be a nightmare. "The delicate tints of nature's bloom have never offended my eye, but the violent hues of man-made paint leave me cold as a wintery sky." It is wise to seek the advice of color experts when planning a new decorative scheme.

Homemaking Apartment for Upper Grades



Redecorating and refurnishing created this modern interior.

WE DID not design the room; we inherited it twenty years ago when the homemaking department was set up in an old school building. We wanted a room in which a homelike atmosphere could be provided for the experiences, other than cooking and sewing, for 12 and 13 year old girls studying homemaking. Today we have that room.

We had to rehabilitate the old one. An outmoded oak dining set and a large radiator were removed. The varnished pine floor was sanded and covered with embossed linoleum in natural brick tones. The gray walls and dark woodwork were painted pastel green.

With this background of color and texture, we began the refurnishing. Window curtains are of a delicate peach gauze. A box springs and inner-spring mattress are set up in a well-built, enamel-finish steel frame. Tailored slip covers for the bed are

of heavy denim in stripes of cedar and harmonious colors. The bedding is tucked away in a large drawer.

The window seat, constructed 17 years ago in the school workshop, is 9 feet long, has deep drawers as well as shelves and is indispensable for seating during demonstrations.

The new pieces of furniture are colonial in style, a birch gate-leg table, four maple chairs, a maple cabinet for storing linens, silver and dishes. The cabinet also provides serving table space during practice in meal service. Two old Windsor armchairs have been refinished by the girls.

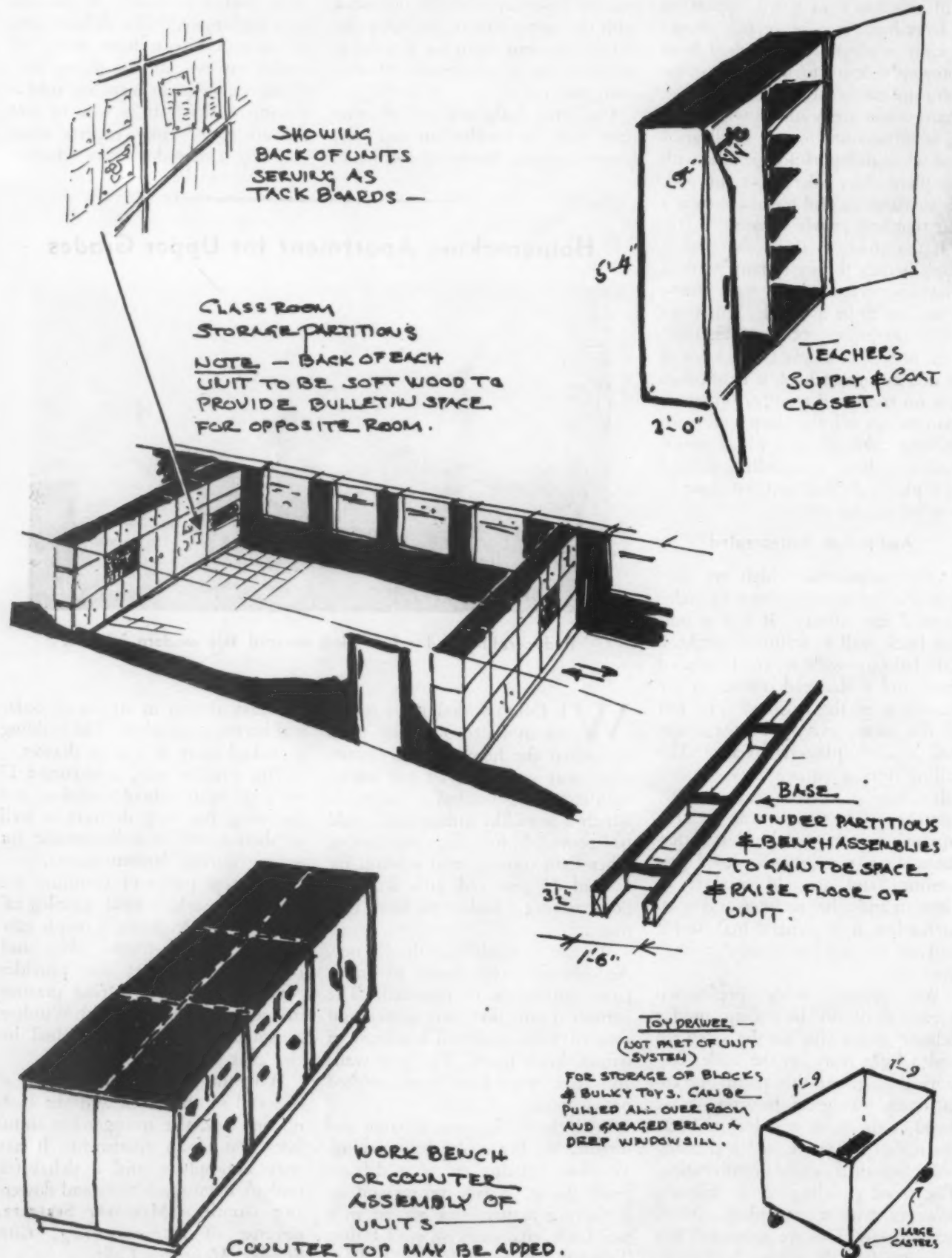
With the kitchen two steps up at one end of the room and the bath off one side, the arrangement simulates that of an apartment. It has cozy atmosphere and a delightful outlook upon shade trees and flowering shrubs.—MARGARET SEBERGER, director of homemaking, City Schools, Monrovia, Calif.

Give Us Adequate Storage Space

LAWRENCE B. PERKINS

Perkins, Wheeler and Will, Architects
Chicago

A MORE shipshape quality is desirable in present day classrooms as it contributes to a sense of order necessary to concentration on the part of the pupils and facilitates the work of the teacher. And what



schoolroom of the activity type can be shipshape without adequate storage space for such things as books, art supplies, tools, paper and cardboard, teacher's supplies, toys, gymnasium and tennis shoes and so on?

It is simpler to attain this streamlined quality in new buildings than in those which are remodeled. However, older buildings often have structural irregularities which lend themselves easily to built-in cabinets and shelves and every advantage should be taken of such features in remodeling.

Cost is, of course, the prime consideration of school officials who are contemplating new buildings or are planning to remodel old ones. Stor-

age space that is adequate is the cry of teachers. These two demands must be reconciled by the architect and one method is to use storage elements for partitions between rooms or between the classroom proper and the workroom. The cost of cabinet and millwork can be held down by this method of treatment.

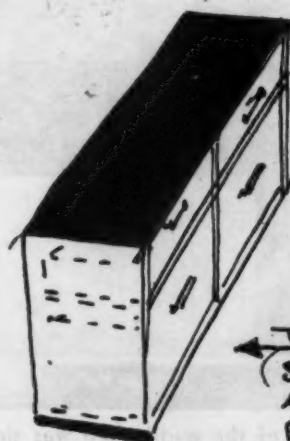
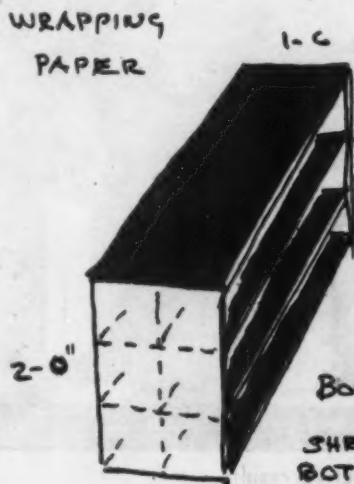
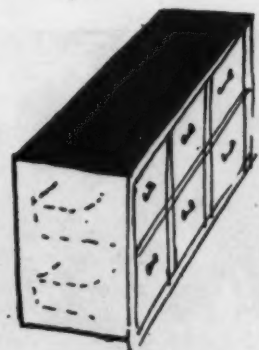
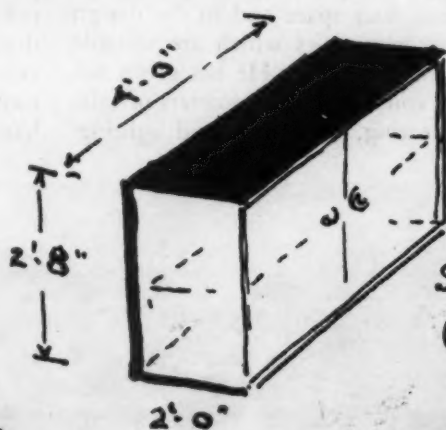
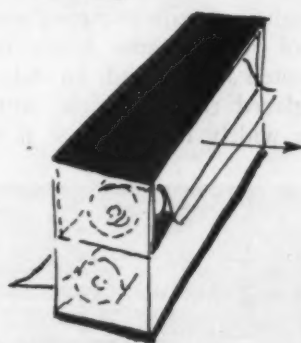
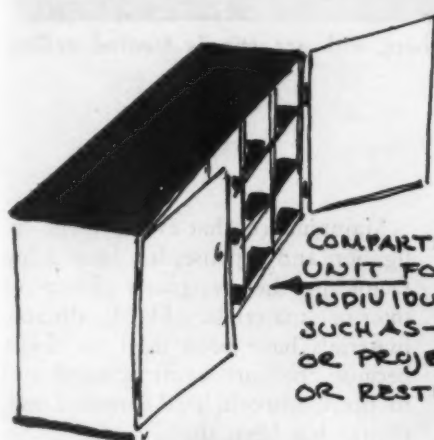
Bookshelves, for instance, can be divided vertically so that shelves face each room. The back of what is a storage element for one room can serve as a tackboard for the other. It must be constructed of soft wood, however, so that papers and drawings can be pinned to it easily.

If it is not practical to use cabinets and storage units as partitions,

they can be assembled in islands or as screens. Shelves can be installed under windows and can have counter tops making them useful as work tables and for many other purposes.

Storage units can be of various dimensions in accordance with the size of the rooms and can be arranged in all sorts of combinations. Those shown in the accompanying sketches are, in general, 4 feet by 2 feet 8 inches by 2 feet.

In most cases it would not be wise to carry storage elements higher than three courses. The space above them should be filled in by one of several methods, so that portable units can be removed without injuring the ceiling.





First grade room, Demonstration School, George Peabody College for Teachers, with acoustically treated ceiling.

Quieting Built-In Confusion

J. E. WINDROW

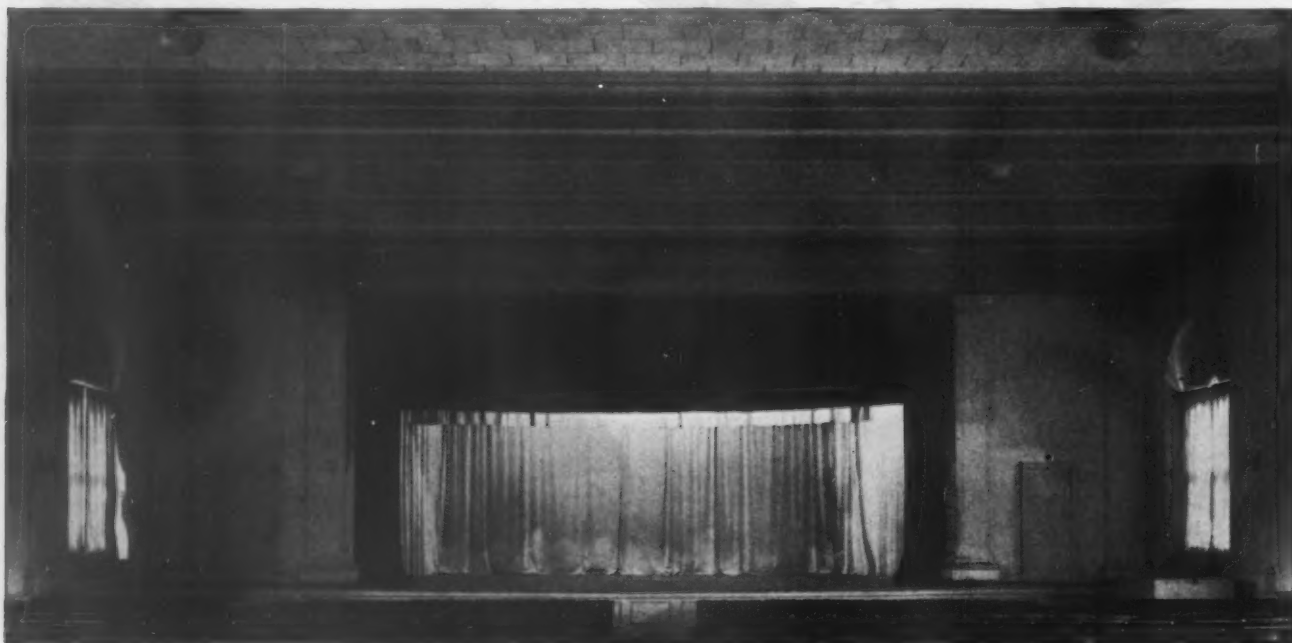
Director, Peabody Demonstration School
Nashville, Tenn.

IN THE past, architects entrusted with school planning have designed buildings which are monuments to their profession and a credit to their communities. From their vast knowledge and experience, they have produced school plants whose exteriors stand as classic

examples of the art of proportion and architectural detail, a visual record of the designers' skill with the variety of materials available.

In general, the architect has been practical in planning the layout and use of floor space and in the design of interior units which are suitable to their purposes. He has given minute consideration to matters of safety, heating, ventilating and lighting.

Maintenance, that ever present obligation and expense, has been a big factor in the designer's choice of interior materials. Hard, durable materials have been used for floors because they are easily washed and mopped. Smooth, hard-troweled rock plaster has been the accepted material for walls and ceilings throughout the school plant because it can be easily painted and washed. In utility rooms, glazed tile of various sorts has been widely used because it is



The ceiling of the auditorium was similarly treated with effective results.



Quiet in the library aids pupils' concentration.

easy to keep in a sanitary condition. As a by-product of the use of hard, glazed and painted materials for walls and ceilings, however, we have today in the average school buildings one of the greatest and most persistent obstacles to effective teaching and learning, namely, *excessive noise*.

Sound travels in spherical waves, approximately 1120 feet per second, in all directions from its source. Within a room or corridor, when the sound strikes the walls, floor or ceiling, some is absorbed and the rest is reflected back into the room. Because common building materials generally used in school interiors absorb so little sound, the result all too frequently is confusion.

To illustrate, here are the absorption coefficients of some well-known materials.

Material	Absorbs	Reflects
Plaster.....	.025	.975
Concrete.....	.015	.985
Wood.....	.03	.97
Glass.....	.027	.973
Carpet.....	.20	.80

One can readily see from the accompanying table why, in a school building, the din of echoing conversations, banging of lockers, doors and windows, the shuffling of feet, the inevitable traffic noise of pupils passing in the corridors and even the rustling of paper all build up a



Sound absorbing material in the band rehearsal room cuts down noise.



Quieting of the cafeteria made a marked impression on children.



The confusion in corridors has been reduced perceptibly.

column of noise that causes mental and physical strain on both teachers and pupils.

Today acoustical materials are available which are made especially to quiet excessive noise within rooms of all types. Different types are made of various basic materials but they all have one thing in common: they are porous in construction and thus absorb more sound than they reflect. They are tested and rated for their "coefficient of absorption" by the Acoustical Materials Association and by the National Bureau of Standards.

How Efficiency Is Judged

The efficiency of an acoustical material is expressed in simple percentage of sound absorbed at various frequencies. To illustrate: There were three types of acoustical materials used in different areas of the Peabody Demonstration School, Nashville, Tenn. Their ratings by the Acoustical Materials Association at 512 cycles per second are as follows.

Material	Absorption Coefficient
C-267
C-972
C-499

We occupied our present Peabody Demonstration School building in 1925. Architecturally, it is a beautiful building and conforms to the other buildings on the George Peabody College for Teachers campus. Like many other plants completed at about the same time, it was finished with hard, plastered ceilings and walls which created a sort of sound-

ing board in the long corridors and larger rooms, including the auditorium, the cafeteria and the libraries.

In 1943 the Army Air Corps came to our campus. This made it necessary for the Demonstration School cafeteria to assume the responsibility of serving the college students, inasmuch as the Army had preempted the college dining hall. For several months this resulted in an acceleration of noise and confusion.

We called in a local sound conditioning distributor who had made an impressive number of installations in and around Nashville and who had, at frequent intervals, solicited our interest in sound conditioning. We assigned to him and his organization the cafeteria problem. This organization analyzed the conditions, prescribed the proper materials and *guaranteed results*.

Materials Applied to Old Ceilings

The sound absorbing materials were applied to the ceilings over the week end. The areas so treated were the cafeteria, the kitchen and the children's dining room. By Monday morning the job was done and all traces of tools, scaffolding and extra materials were out of the way.

At 11:40 o'clock the first group of 35 sixth graders entered the corridor which leads to the dining room. The change created by the new sound absorbing material was so noticeable that the children moved silently down the hall, conscious of the fact that something was different but not knowing what had happened. After they were seated in their accustomed places in the dining hall, one little boy turned to his teacher and in a

voice a little above a whisper said, "May we talk in here?"

The quieting of our cafeteria encouraged us immediately to prescribe the same kind of treatment for the first floor corridor and the rehearsal room for the band and orchestra. Here, again, what were once veritable tunnels of noise have been reduced to places where people can speak and talk without their voices reverberating from one wall to another.

We have noticed a perceptible change in the behavior of our pupils. Now their voices do not have to be raised to be heard. They can speak without the excitement, strain and confusion which accompany loud talking.

Excessive noise in school discourages thinking, interferes with accurate hearing, even causes a nervous reaction like fear. Noise causes unnecessary nervous wear and tear which results in early fatigue and irritation on the part of both pupil and teacher.

Can Material Be Painted?

While many factors enter into the selection of an acoustical material, the most important from the standpoint of the school budget is: Can it be painted without loss of sound-absorbing efficiency?

School walls and ceilings require constant maintenance. They are sometimes washed but inevitably must be painted at regular intervals. In the neighborhood where the Peabody Demonstration School is located, the principal fuel used is soft coal so that in winter we are constantly reminded of the importance of paint. In our case, if an acoustical material were used whose efficiency was impaired by paint, it would be a questionable investment. Absorption efficiency, appearance, permanence, even personal taste, are important in the selection of quieting materials but to be able to paint them by ordinary methods and with not too expert craftsmen is a paramount consideration.

Fortunately for us, we have found that only slightly more expense is required to quiet the average school after it is built than to incorporate sound-absorptive materials in the original plans. We are taking advantage of this circumstance and are determined to stay with our quieting program until all service areas of the school are treated.

State Supported Vocational Schools

IN DECEMBER 1943, the regents of the University of the State of New York presented to the governor and the legislative leaders a Regents' Plan for Postwar Education. Among other things, this plan recommended "that there be established institutes of applied arts and sciences, having as their principal objective the preparation of young men and women for positions technical and semiprofessional in character."

The report said, in part, that the curriculums of the institutes would include:

1. "A basic preparation for selected arts, technologies and subprofessions which require a technical proficiency not reached in high school programs.
2. "Related offerings in arts and sciences.
3. "Personal and civic arts designed to further the general welfare and understanding of the students."

Features of the Plan

Certain features of the institute plan elaborated in later reports were stated, as follows:

1. "They are to be located on a regional basis in order to serve a large group of commuting students and to take account of occupational differences in communities.
2. "Collaboration will be encouraged between the institutes and other educational institutions, public and private.
3. "The program of any institute will be available to young persons throughout the state.
4. "Adequate guidance and counseling facilities will enable the institute to evaluate the ability, attainments and interests of each student and to arrange schedules of work appropriate to his needs.
5. "Major curriculums will be established in relation to placement opportunities on a long-trend basis.
6. "Adequate standards of student proficiency and accomplishment will be demanded. The aim is to reach, in two fully occupied years, high vocational and personal fitness.

J. CAYCE MORRISON

Assistant Commissioner for Research
New York State Department of Education

7. "The institute program will provide a valuable experience in technical and liberal studies, under the supervision of a qualified staff."

Subsequent studies have suggested the division of the state, outside of the Greater New York City area, into 12 regions with an institute serving each. This would bring more than 95 per cent of the youths of college age in up-state New York within a 50 mile radius of one of the state institutes and more than 75 per cent within a 25 mile radius.

From an outline of principles prepared by the committee on institute curriculums, two statements suggest the character of programs to be developed.

1. "The program should be designed to prepare for occupations which are of importance to agriculture, business, home administration, industry and other fields for which adequate facilities for training are not now available. Jobs in these areas are concerned with production, planning and control, supervision of work involved in operation and maintenance, testing and other activities requiring a high level of technological skill or supervisory ability.

2. "Instruction in related and general fields as needed for the adequate personal, social and occupational development of the individual. This will include work in science and mathematics, oral and written communication, psychology of personal and social adjustment, fine and applied art, social studies and personal and community health."

In arriving at the recommendation of a state system of institutes of applied arts and sciences, the state education department considered other alternatives. Among these were the following: Could the institute program be developed within existing secondary schools? Could

this service be rendered if local school systems extended their programs through the thirteenth and fourteenth years?

The first of these alternatives was discarded on the ground that the kind of education contemplated was beyond the reach of most secondary schools and required a maturity in students beyond that of the eleventh and twelfth grades.

The real question, therefore, was whether the objectives sought in the institute program could be attained best through a system of state institutes controlled and financed directly by the state or by extension of existing secondary school programs through the thirteenth and fourteenth years or by the establishment of the thirteenth and fourteenth year program in selected public schools under the jurisdiction of local boards of education.

Why Proposal Was Discarded

The proposal to encourage local educational authorities to add the thirteenth and fourteenth years was discarded for the following reasons.

1. Most school systems are too small to provide an adequate educational program beyond the twelfth grade. New York has more than 750 boards of education maintaining secondary school programs. These range in size from New York City to small union free school districts with fewer than 50 pupils in grades 9 to 12. Outside of New York City, only 12 cities of the state have populations exceeding 50,000 and only 10 others exceed 25,000. Probably not more than 20 or 25 cities in the state have populations sufficient to justify the establishment of broad programs of vocational-technical education.

2. Most cities in the state are now taxed to the limit permitted by law. Elementary and secondary school programs ought not to be curtailed to extend the secondary school programs upward. Therefore, financial support for the thirteenth and fourteenth years must come largely from state sources. Inevitably, the state

authorities will be required to assume large responsibility for deciding the purpose, character and location of the programs to be offered.

3. Too often the extension of the secondary school program upward has succeeded in doing little more than prepare youths for more education. Studies of industrial and occupational trends indicate that there will be a rapidly increasing demand for workers with vocational-technical education.

Studies of enrollments in New York schools and colleges prior to the war showed that about 50 per cent of the youths of the state were completing high school, that about 40 per cent of these graduates were entering some type of institution of higher learning and that a considerable percentage of those enrolling in professional school or college left during the first or second year.

Need for Vocational Preparation

Moreover, school and college officials had little interest in or knowledge of what happened to students who left prior to graduation. Since large and ever increasing numbers of youths ranging in age from 17 to 22 were leaving school and college to go to work and since most of these had no adequate preparation for any useful employment, it seemed logical that the state should study their needs and devote its energies to helping them prepare to do better the work that most of them would need to do.

4. Through research and planning on a statewide basis, it was found that the state can provide a greater variety of specialized educational programs and make such provision more economically than could be done by the several subdivisions of the state. As one step to this end, the state education department is conducting surveys to provide answers to three basic questions: (a) For what technical occupations should curriculums be provided? (b) In what regions should such preparation be offered? (c) For how many students should provision be made in each curriculum?

5. Students enrolled in the thirteenth and fourteenth years are persons of maturity. The average high school graduate in New York State has passed his eighteenth birthday. The war has reminded us that 18 is an age for decision. Without debat-

ing whether the thirteenth and fourteenth years belong to secondary or higher education, the fact remains that the great body of 18 year old youths is and should be beginning to look at life as adults. Through a state system of institutes of applied arts and sciences, New York proposes to help an ever increasing body of its young men prepare for the useful work they would attempt to do anyway.

Consideration was given to the establishment of the institute program under the jurisdiction of selected local boards of education, providing for some contractual arrangement with boards of education in other schools of the region. With the exception of New York City, this idea was abandoned elsewhere because of experience during the last twenty years in attempting to develop similar programs at the high school level.

In a few cases, the state has encouraged boards of education in the larger up-state cities to establish vocational schools and to enter into contractual relations with boards of education in surrounding areas for the vocational education of pupils. As a rule, the contractual arrangements have not proved satisfactory. Invariably, a board of education acts on the principle that its primary responsibility is to the people of its own city or district.

The proposed establishment of institutes of applied arts and sciences raises certain questions of articulation with the high schools on the one hand and with the colleges and professional schools on the other.

Up-State Youth Will Benefit

The institutes will be open to anyone who is a high school graduate or who has sufficient maturity or ability to profit by the program of study. The institutes will not insist upon a particular distribution of high school subject matter. In up-state New York, hundreds of the smaller high schools and hundreds of thousands of children in high school have no opportunity to obtain any form of vocational education other than general home economics or vocational agriculture, and thousands do not have access even to these two subjects. Children from these schools will, in large measure, turn to the institutes for vocational-technical training upon graduation from high school.

On the other hand, students from the larger centers, who have had vocational training in high school, will find in the institutes opportunity for broader technical training that will lead to higher levels of occupational efficiency and, at the same time, opportunity for education that will increase their personal and social competence in their chosen fields.

It is probable, too, that the availability of vocational-technical training to all youths will encourage more pupils to continue through high school and will cause secondary schools to postpone the beginning of various forms of trade education to the tenth or eleventh year.

From the standpoint of articulation with colleges and professional schools, the programs of the institutes will be primarily terminal in character. In no case is it contemplated that the institutes will offer the first two years of a four year curriculum. Certainly this will be true in fields of the liberal arts.

May Lead to Further Study

However, in the technical and professional fields, it is realized that the institutes will open the eyes of many to the possibility of continuing their education beyond the institute. It is expected that arrangements will be made whereby transfers to professional schools or colleges will be made chiefly on the basis of the demonstrated fitness of the individual to succeed in higher study.

New York has no state university. Within its borders are 10 universities, 38 liberal arts colleges, 22 professional schools and eight junior colleges, none of which is tax supported. In addition, New York City supports four municipal colleges and the state maintains through tax support 11 state teachers' colleges. Also, affiliated with privately supported universities, the state maintains colleges of agriculture, ceramics, forestry, home economics and veterinary medicine.

For more than 150 years the state has maintained the policy of entering the field of higher education only in those areas in which private enterprise has not succeeded in meeting the needs of the state. The proposed system of institutes of applied arts and sciences would make a broad area of post-secondary education "free and available" to every youth in the state.

Planning the Accelerated Program

ELMORE E. POGAR

Veterans Education Counselor, Philadelphia Public Schools

THERE are indications that a large number of veterans is going to take advantage of the educational training provided under Public Law 346 or 16. Many of them will not have completed their high school education and will wish to enter college; others are now desiring "refresher work" before they begin their college careers, and still others will need to fulfill college entrance requirements by completing one or more courses.

To meet these various needs school districts are going to be called upon to provide accelerated high school academic programs and this involves a number of problems.

To the opponents of acceleration of the high school course, let me say that no other program will be attractive to veterans since the law specifically limits the amount of training time they are allowed. This time varies from as little as fifteen months to as many as forty-eight. Since a college program requires at least thirty-two months, one can readily understand there can be little time left for the completion of high school.

Acceleration Is Necessary

Present experience indicates that a number of the veterans who desire additional education had completed the tenth or eleventh grade before entering the service. Following the traditional high school program, from nine to eighteen months would be required for them to complete their high school work. Acceleration, therefore, is necessary if education is to serve these veterans adequately and enable them to receive as much education as possible within the time allotted.

The particular manner in which acceleration is to be achieved is the debatable point. Whether a minimum length of time below the Carnegie requirements should be re-

quired or whether the student should be allowed to complete the prescribed amount of work as quickly as he can with no minimum time limit will have to be tested in light of the experience which the men have when they get to college.

We in Philadelphia believe that a minimum of thirty clock hours of class work in addition to thirty clock hours of outside preparation is justifiable. The student is in no way restricted from taking additional work if he is able to complete the minimum required work in less than thirty class hours. Whatever the student is able to produce over and above the minimum requirements will serve to enrich his background. Time can also be gained by reducing, or eliminating completely, the traditional vacation periods.

Determining Costs

One of the first problems to be faced in providing education for veterans is negotiation of the contract with the Veterans Administration. The contract calls for so much money for tuition, books and supplies and incidental expenses to a total amount of about \$500 a man per year. In determining the cost of tuition, the district cannot be guided by the cost of the regular program. Acceleration is possible only with small classes which early experience shows should be less than 15. This small size makes the cost of veterans' education greater than if larger classes were possible. The cost of books and supplies can be easily determined.

Facilities to be used in veterans' education can be the same as those supplied for the regular program. Classrooms, laboratories, libraries and recreational facilities are all necessary. There is one exception, however; laboratories should be set up so that little time is lost in arranging materials. Schools which are used to capacity during the day will have to find temporary quarters or provide otherwise for an evening program.

One of the biggest problems in setting up the veterans' program is the selection of a competent staff. The teacher should have broad training,

be certified in more than one field, be sympathetic with and have an understanding of the problems of the veteran and an accelerated program. He should be a person who either has had experience with individual instruction or tutoring or has had specialized training in this type of work.

A pleasing personality is an even more important requirement for a teacher on this program than for one on the regular program. It is entirely possible that among the veterans themselves there are a number of qualified persons. This source should be explored.

As to salary and tenure, salaries, because of the nature of the work, will have to be greater than those of the average high school teachers. The fact that the program will have a definite length of life will necessitate some sort of agreement between the district and the teacher as to security. Districts might well assign regular teachers to the veterans' staff or employ new ones with assurances that if they prove satisfactory they will be assigned to the regular staff on termination of the work with veterans. The fact remains that to attract good teachers, and only the best should be assigned to this work, high salaries or comparatively high salaries plus security will have to be ensured.

The Staff Required

The staff should comprise a part-time administrator representing the school district, a full-time counselor and teachers of academic subjects, one for each group of veterans. A full-time, specially trained counselor is justifiable in the larger centers because of the number of educational, vocational and personal problems the veterans present. It must be remembered that many of them have adjustments to make and the counselor can be invaluable.

Smaller districts will have use for a part-time counselor who has some teaching or administrative duties. It is important that the counselor be well trained in psychology and counseling first and in teaching and administration second.

After the staff has been selected, it should be set to work devising a curriculum based on the idea of acceleration. Subject matter must be stripped of its nonessentials. Textbooks and traditional courses of study cannot be used. The best type of curriculum seems to be that based on the unit or contract covering work for a certain number of hours. Our experience indicates that these should not extend for long periods but for short periods of two or four hours' work.

The total amount of subject matter to be covered must be compressed into the total length of time set for the course. Comprehensive tests must be prepared to cover each unit or contract and a final examination given upon completion of the work. For those who fail to master the

minimum essentials of the unit, supplementary units with supplementary tests will have to be required.

Planned laboratory exercises in the sciences must be devised. As already indicated, arrangements must be made to have the laboratory equipment set up and materials immediately available so there will be as little time lost as possible. Tests may be devised to check on the observations.

The work in the units should be more or less self-instructive. Massive reading in textbooks will have to be eliminated. Shortcuts and newer methods will have to be utilized in order to prepare the men as well as possible. Drill, lecture and blackboard demonstrations will have to be used efficiently.

After the curriculum has been de-

veloped to the point at which it can be administered, classes can be organized. There is much debate as to whether enrollment in the program should be continuous or at stated intervals. Let us say that there are advantages in both schemes. In the first case there is a definite advantage to the men since they are anxious to gain time. On the other hand, continuous enrollment is one of the most difficult aspects of the program. For example, a teacher may have 10 in his class on Monday and by Friday the number may have jumped to 15, which is too large, so that another group has to be formed. A compromise plan seems desirable whereby the men would be admitted twice a month when groups, perhaps a new class, can be admitted. The veterans would be penalized only two weeks but this program would be easier to administer than the other.

Additional experience will indicate which is the more desirable plan but we must not overlook the needs of the men. Continuous enrollment is one of the most desirable aspects of the program from their point of view.

This accelerated course of study, like all educational programs, needs constant appraisal. In this respect it can be treated the same as a regular program. We must feel that good education for these men is possible by speeding up the work. The plan needs to be checked against sound objectives which will have been placed in the curriculum, against standardized tests and against the records these men make in college. If the program can stand up under these tests, we can be somewhat more certain that acceleration is possible with selected groups.

Acceleration by public schools is an unexplored field and wise planning with much experimentation is going to be necessary before a sound plan is developed which will provide sound education. To those who cannot see beyond the covers of a book, we are on the threshold of a revolution in education. Accelerating the traditional program is one aspect of this revolution.

Those of us pioneering in this field have no illusions that our opponents, or even we ourselves, will be satisfied with our product or our efforts. That fact is that here is a need which we are bold enough to try to meet.

A Pre-Apprentice Program

RALPH W. POLK

Supervisor of Printing, Cass Technical High School, Detroit

and

GEORGE E. HIGGINS

Teacher of Apprentices, Building Trades School, Detroit

DETROIT offers training in printing on a senior high technical level in the Cass Technical High School. This is a three year curriculum, covering training in composition, presswork, bindery and general printing office procedures; its aim is to furnish pupils with a broad background of printing experience in preparation for industry.

A survey of the technical graduates shows that nearly all of them enter some phase of the graphic arts industries. Their activities are widely distributed among commercial printing, plate making, printing papers, advertising and similar lines of work. A small percentage enters college in preparation for journalism, printing salesmanship or industrial education.

A class for printer apprentices was started in October 1941. An advisory committee composed of representatives from the Typothetae-Franklin Association, the Detroit Newspaper Publishers Association and Detroit Typographical Union No. 18 cooperates with the Detroit board of education in the administration of the school.

Applicants must be between the ages of 16 and 25 and pass the entrance examinations. Those who qualify are indentured to an employer for a period of six years and attend school four hours a week during their entire apprenticeship. Attendance is compulsory and the boys are allowed full time off from work, being compensated for the time at the regular hourly rate.

The textbooks of the Bureau of Education of the International Typographical Union are used and the correspondence course of the I. T. U. is cleared through the local apprentice instructor. All apprentices are registered with the Federal Committee on Apprenticeship and the Michigan State Board of Control for Vocational Education. Pupils qualify for reimbursement under the Smith-Hughes law of 1917.

For the duration, the minimum age of boys was lowered to 15 and the course was modified to meet war-time conditions. As the apprentices in the armed services return to take up their work in the industry, this war-time program will be discontinued.

More Social Education *our direst need*

IN RECENT months, especially since the introduction of the atomic bomb, we have heard frequently the statement that "civilization is a race between education and catastrophe," a statement credited to H. G. Wells and allegedly made first in 1919. To all of us today this assertion has taken on new meaning.

Whereas we may have heard it many times before Hiroshima was bombed and might even have tried on occasions to estimate the relative progress being made by the opposing forces, we now sense the fact that the race is very real. And whereas it may have appeared during the 1920's, and perhaps in the 1930's, that the forces of enlightenment would surely be the victor, it has seemed more recently that, in reality, the forces of catastrophe may actually have the race in hand. Perhaps catastrophe has been lagging in order to build up reserve for a final furious burst of speed and victory.

This Is Stark Pessimism

Such a statement as this is stark pessimism. Why make it? Why even admit the possibility of a victory for the forces of catastrophe?

Look at the last forty years. In many ways they have been the most remarkable years in history. They have been years of phenomenal achievement. They have seen the development of fabulous economic wealth, of unparalleled scientific knowledge and of great good for many people throughout the world.

But they have also been years of materialism and strife. The forty year period has been an age of gasoline motors, of electric power and of chemical energy; of automobiles, of radios and of plastics. It has been an age of tanks and radar and atomic bombs. It has seen the glory of great democracies. It has also seen the rise of despotic dictatorships.

Twice during this period civilization has been rocked to its foundations by world-wide war. And the war which has just ended was hastened to its conclusion by the development of a new and remark-

ARNOLD E. JOYAL

Dean, College of Education
University of Oklahoma

able source of power, the ultimate potentialities of which, *for evil or for good*, are not remotely understood by even our greatest scientists. We have seen our world civilization at the height of its development and glory and also in the depths of its degradation and despair. The *paradox is evident*.

It must be fairly obvious to the most casual observer that during the last forty years our society has put a premium on the study of the material side of life, on machines and not on people. Our scholars, for one reason or another, have made greater progress in the fields of science than in the social sciences. We have learned to build an airplane that can travel 500 miles an hour but we have not learned to live in peace and amity with other nations.

In America we have put a radio in virtually every home but we have not been able to assure people of all races and creeds of their constitutional rights. Society has rewarded more liberally and held in higher esteem persons who have achieved success in the field of material accomplishment than it has its social scientists and spiritual leaders.

The result has been great economic development and great material progress. These have been produced by a small group of people having superior education and possessed of superior facilities for study and research who have received superior rewards. Incidentally, it should be pointed out that such people work in *small* laboratories under *controlled* conditions with a relatively *few* associates.

Materialistic progress can be made that way. The great mass of the public need not become directly concerned. To be sure it has to cooperate in producing and consuming the products of this aristocracy of brains but it does not have to participate directly in their creation. The scien-

tific laboratory can thus produce a gas refrigerator or an atomic bomb.

However, in the field of the social sciences, in the field of spiritual development, we face a different problem. There have been no profitable patents on social ideas. There have been few controlled experiments. The world has been the laboratory and the great mass of the people has been the subject. Everyone has been interdependent.

We recognize the need for and fully appreciate the value of material progress. There can be no scientific holiday. Scientific progress obviously cannot be stopped or even slowed down. But if the race between the forces of good and evil continues to be even *close*, we must place relatively more emphasis on the social and spiritual values of our civilization in the years ahead.

Social Progress or Catastrophe

Somehow or other, our leaders must be induced to help strengthen the forces of education, to control the machine of materialism. Men and women everywhere must recognize and keep in mind the fact that unless progress in the social and spiritual is speeded up to keep pace with the material, catastrophe is staring us in the face at the finish line. It is not a case of less materialism and less scientific progress. It is a case of more social consciousness and more social progress.

Recall the history of the atomic bomb! To develop it our government requisitioned the services of 2000 of our top-flight scientists. For two years these men and women devoted their time to research contributing to the development of that bomb. The cost has been indicated to be in excess of two billion dollars. The result is *known*. But when has any comparable effort in the entire history of the world ever been directed toward a social goal?

We must now begin to want some results in the fields of social progress. We must devote more of our energies, our time and our financial resources to the study of social prob-

lems. We must reward our social scientists in such a way as to attract to this field of endeavor the brightest minds of the nation.

We must do more than that. Since it is the great mass of the people that is responsible for active participation in these social experiments, we must up-grade the level of understanding of people everywhere. This experiment cannot be monopolized by an aristocracy of brains.

Its success or failure will depend upon man's level of understanding and willingness to cooperate. The experiment cannot be conducted in a laboratory. It must be part and parcel of our everyday life and, what is perhaps most important of all,

man must be taught to feel that it is important.

In the last analysis, the race between education and catastrophe will be decided, to a large degree, in the public schools of our nation. Until we can have good schools and competent teachers in all parts of the nation that can give the great mass of the people (*all* the children of *all* the people) an understanding and appreciation of this awful problem, the world will continue to be threatened by catastrophe. A few bright, well-educated people can develop an atomic bomb. But all the people must be educated if we are to live together in peace and amity in one world.

Let's Keep Religion Out of the Schools

TRUE C. MORRILL

Supervising Principal, Park Ridge, N. J.

THROUGHOUT our land a great hue and cry breaks out periodically about our Godless schools, and a demand is heard for religious education.

Religion manifests itself in two ways, namely, as a belief and as behavior.

Belief, in the religious sense, is concerned with dogmas, doctrines, creeds and denominations. It is a particular belief that differentiates Christianity from other religions and the many pagan faiths. It is belief that separates the church from the state in our American republic.

It is my opinion that the teaching of religion as creed or doctrine, theology, dogma or sectarian tenets has no place in the public schools.

Behavior, however, means the conscious or unconscious acts of man. Type of behavior depends upon heredity, ideals and habits formed. A person of ideal behavior is described in the ringing words of our Constitution as one who displays "humanity and general benevolence, public and private charity, industry and economy, honesty and punctuality, sincerity, sobriety and all social affections and generous sentiments."

In many public schools there is a definite period set aside each day for

reverence and devotion. Usually this is a part of a school's opening exercises and, in accordance with a long established custom, is a time when the Lord's Prayer is repeated or a selection from the Bible read, a psalm recited, a hymn sung.

In addition, stories of high endeavor may be read or retold at this time, poems recited and attention turned to problems of health, citizenship, good manners and gracious behavior. This is a period set aside to impress pupils with the idea that there is a time and a place for everything and that this is a time and place when people show reverence and respect for law and order.

Character is taught in the public schools in two ways. The first and more important way is by insistence that the teachers themselves live as they would have their pupils live and thereby provide a good example. Our laws emphasize the need for character in teachers as they emphasize the requirement of professional training and ability for workers in other occupations.

The second method of teaching character is through insistence upon orderly, progressive, vital school work. Industry, honesty and sobriety cannot be taught effectively as ex-

traneous lessons but should be habits which are acquired in school where the full day's work is done by teachers and pupils working together, in harmony, conscious of a unity of purpose and with a sincere desire for mutual helpfulness.

It is my opinion that religion as a belief can never be successfully taught in the public schools. That is the duty of the church and the home. A state or a nation should not use its authority to force theology on a person; to do so endangers its future.

Character is not formed by edict but by conscious or unconscious imitation of parents, pastors, teachers and associates and by experience which is shared with others. Formal instruction in religion does not produce character. This is not a matter of theory but of evidence based on facts.

We unconsciously teach religion all day long when we teach the humanities in the history lesson, when we broaden pupils' minds through the study of geography, develop thoroughness through arithmetic and teach fair play on the playground.

By teaching children to display courtesy to parents and associates, good manners to one another and kindness to animals and by impressing on them the need for honesty and thoroughness in all their acts, we are teaching them how to do better the worthy things they are going to do anyway.

One hundred seventy years have now passed since the United States of America came into being and nation after nation has come to see that no nation can live in peace nor long endure if it contemplates giving politicians control over beliefs or the clergy control over state policies.

We have in the past tried to make our nation dry by law. In like manner today, some would attempt to make our children righteous by formula. We cannot change human nature by legislation. The acquisition of right attitudes and good habits helps the individual develop a philosophy for successful living.

Good habits and right attitudes are not learned in a minute. They spring from controlled environmental situations in which superior teachers play a potent part. The home, the school and the church must each contribute its part. On these three foundation stones rests the security of our nation.

Fraternities Can Be Banned

HARRY N. ROSENFELD

Assistant to the Administrator
Federal Security Agency

FRATERNITY and sorority life in our schools seems to have such fascination for pupils that the Supreme Court of the United States has at least twice been asked to protect such societies against proscriptions by state legislatures. Despite the widely recognized principle that statutes and school board regulations banning school fraternities are constitutionally valid, cases come up time and again attempting to contest their constitutionality.

The most recent case reached the Supreme Court in 1945 from Louisiana. Here four parents of children in high school fraternities contested the constitutionality of a 1944 Louisiana statute which authorized school boards to abolish fraternities. The school board adopted a resolution abolishing fraternities on the penalty of expulsion of members from school.

The defenders of the fraternities claimed that the statute deprived them of basic constitutional protections under the federal Constitution by abridging their privileges and immunities as citizens and depriving them of their rights without due process. The state court had upheld the statute under the state constitution, and the Supreme Court of the United States upheld the statute as constitutional under the federal Constitution.¹ In so doing, it cited as authority its earlier decision of 1915 involving a Mississippi case.

In 1915, the Supreme Court sustained the constitutionality of a Mississippi statute prohibiting Greek letter fraternities in the educational institutions of the state. A student who was denied admission to the law school of the University of Mississippi for declining to sign the required pledge attacked the constitutionality of the statute. The Supreme Court put the issue thus: "... whether under the constitution and laws of Mississippi the public educational institutions of the state are so far under the control of the legislature that it may impose what the supreme

court of the state calls 'disciplinary regulations.'"

This question the court answered as follows. "The condition upon which the state of Mississippi offers the complainant free instruction in its university, that while a student there he renounces affiliation with a society which the state considers inimical to discipline, finds no prohibition in the 14th Amendment (of the U. S. Constitution)."²

Despite this early decision, there have been repeated attempts to evade such statutory proscriptions. Another recent case arose in Florida, where a 1943 statute was attacked which banned secret organizations in public schools (although specifically exempting institutions of higher education) and prohibited pupils from becoming members on penalty of suspension.

The court upheld the statute on the theory that the right to attend public school is one conditioned upon acceptance of legal rules and regulations. "It is quite true as contended by appellants that purely social activities should not be tinkered with by law but whether high school fraternities and sororities are purely social is a question of fact which the legislature has answered in the negative and we find no reason to disturb their findings." The Florida court could find no abridgement of the rights which the plaintiff charged had been denied him by the statute.³

Rules and Regulations

There has been no question among the courts that state legislatures have the authority to adopt statutes such as we have been considering. Such statutes generally provide the drastic punishment of expulsion or suspension from school for violation.

¹*Waugh v. Bd. of Trustees of Univ. of Miss.*, 237 U. S. 589 (1915).

²*Satan Fraternity et al. v. Bd. of Public Instruction, Dade County*, 22 So. (2) 892 (Fla., 7/24/45).

In certain other cases, the issue has arisen purely on the basis of a rule or regulation adopted by the school board, without the further authority of a specific statute adopted by the state legislature. In such cases, the penalty for violation generally is limited to depriving the pupil of the privilege of engaging in certain activities in the school.

Such rules and regulations are based upon the authority of the school board to manage the schools and maintain discipline; the courts frequently refer to the disruptive influence of secret societies upon good order and scholarship in schools. In such cases, the rules have been generally upheld as a sound exercise of the discretion vested by law in school boards to determine what may be necessary to the management and discipline of the schools.

One such recent case arose in North Carolina, where the school board was confronted with a suit to enjoin the enforcement of its resolution suppressing fraternities and sororities on penalty of exclusion of members from school activities. The particular complainant was a fraternity member who had been barred from membership on the high school football team. The court, in upholding the validity of the board resolution, used the same rationale as in the cases of statutory proscriptions. The right to attend public school "is not an absolute right . . . (it is) the right to attend subject to all lawful rules and regulations prescribed for the government thereof."

The regulation in question, said the court, did not keep the pupil out of school but merely required him to make a choice which might forbid him from engaging in certain desirable activities. The court said that consideration of the wisdom of the rule was not a judicial function, since the board had the power to promulgate such rule in the exercise of its sound discretion. "Membership in secret societies is subject to regulation by the board."⁴

⁴*Coggins v. Board of Education, Durham*, 223 N. C. 763, 28 S. E. (2) 527 (1944).

¹*Hughes et al. v. Caddo Parish School Board*, 57 Fed. S. 508 (1944), judgment aff'd. 323 U. S. 685 (1945).

Hope for the Homebound

ONE of mankind's recent inventions may yet create a new world for homebound school children. The two-way radio telephone appears destined to become the instrument by which these unfortunates can "go to school" and enjoy the advantages of a normal education.

Among New York City's 1400 homebound pupils are many who never have seen the inside of a classroom or participated in a school exercise. This was disturbing to Dr. Frank J. O'Brien, associate superintendent of schools in charge of child welfare. He had felt for a long time that this type of participation could do much to provide a richer academic program and a constructive social experience.

Experiment Is Tried

Doctor O'Brien put his thoughts into practice and the result was an experiment in 1942 to determine the value of the radio-telephone in education. The New York Telephone Company offered its facilities without charge. The experiment was discontinued in 1944 because of the war.

The "guinea pig" was a boy, Donald, a victim of poliomyelitis. He has a short left leg; on his left foot he wears a built-up orthopedic shoe. He walks with a halting, swinging gait. He also has a short, paralyzed, almost useless right arm.

Donald was the only homebound pupil in New York City to utilize the home-school communications system. Every day, from 10:30 to 11:50 a.m., Donald "went" to school, seated at home in front of a radio-telephone through which he could speak to the class and also hear everything that was being said by the teacher and children.

During this period, the classroom teacher would eliminate practically all blackboard work. In the afternoon, a teacher of homebound children would call at Donald's home to review the classroom work of the morning and also to cover the subjects that could not be taught during the experiment. On several occasions,

MARK PRICE

Board of Education, New York City

the visiting teacher would be present in either the home or the classroom when the experiment was being conducted, so that she could become familiar with the routine and the procedures followed.

Aside from the formal class exercises, social programs were arranged by the children at school to which Donald was invited. Since he can climb stairs only with great difficulty, these events were held on the main floor of the school building. On other occasions, groups of children visited Donald at his home. He began to make friends.

The months that followed brought a startling change in the boy's outlook. Some of his free time, which previously had been spent in misbehaving and being a source of annoyance to his family, was now constructively employed. He developed a new deep and sincere interest in his school work and even broadened out into other fields of exploration, such as science.

He Begins to Show Interest

Before the experiment began, Donald disliked examinations and was not interested in their results. During the first term of the experiment, however, he began to take an interest in his accomplishments as demonstrated by the results of tests which he took in the subjects taught by the classroom teacher and also those included in home instruction. Although previously he had received poor marks on such tests, he now began to receive high grades.

He was greatly interested in and eager to participate in the school exercises and would permit no home distractions during the program. Where formerly he was distractible and frequently irritable when being instructed, now he was always prepared, anxious and willing to co-

operate with his home instruction teachers.

"This experiment has been a blessing to Donald and his family," his principal says. "It has been a means of developing the boy both mentally and socially. Donald's life has been made richer not only in factual knowledge but also in a wider field of interests. The fine interplay of influences of the pupils and teacher upon Donald have made a difference in his character and manners.

He Has Chance to Compete

"He has had the instinctive desire to communicate with the others of his own age satisfied. He has had a chance to compete with others. He has had a feeling of satisfaction as he successfully worked with his group. He has had the opportunity to do some critical thinking and to hear the critical friendly criticism of his co-workers. He has been made aware of the civic-mindedness of individuals and the board of education in providing educational opportunities to homebound pupils."

"In terms of qualitative results, the experiment with Donald has been most successful," says Doctor O'Brien. "It has demonstrated its value in bringing to a homebound child an opportunity for wholesome growth and the development of social competence; it has contributed to his emotional stability and intellectual development in a way that would have been otherwise denied him. Hundreds of other homebound children could also benefit from this new educational procedure if these facilities were made available to them.

"The value of this means of education to children like Donald, who have severe physical handicaps and practically no contacts with the outside world, cannot be overestimated."

Good Teachers Cannot Be Bought

They will not neglect children regardless of monetary reward so why not guarantee a high standard of living?

THE article which appeared in THE NATION'S SCHOOLS for July 1945 entitled "Suggestion for a Salary Incentive" by A. C. Nelson attracted attention because everyone is interested in salaries and in the teacher's point of view on the subject. The article seems to sound a backward note in education, however. Because THE NATION'S SCHOOLS may reach some laymen and school directors as well as members of the teaching profession, the other side of the problem should be presented.

Any argument stands or falls on the validity of the assumptions upon which the reasoning is based. A number of educationally unsound assumptions, either stated or implied, are presented in the article in question; hence, the proposal that educators receive additional pay based on pupils' measurable results can be seriously questioned. Five doubtful assumptions will be discussed.

Questionable Criteria

1. "Maintain order," "keep pupils occupied," "make pupils study" are the criteria by which the "educators" are judged.

Modern education would question all of these. What is the definition of "order"? A military type of discipline is at least implied. Pupils may be occupied, but at what? Should not the task be evaluated? They may be quiet at their imposed task but it may not be for the child's best interest to be quiet. Perhaps he will become a better citizen if he is working in cooperation with other pupils, studying voluntarily on a problem in which all are interested.

2. "An educator's monetary compensation should be geared to the measurable results of his pupils. . . . In industry, in the professions and in agriculture, individuals are rewarded according to the results they produce."

LESTA HOEL

Supervisor of Mathematics, Public Schools
Portland, Ore.

In regard to the first part of the statement, the "Encyclopedia of Educational Research" (The Macmillan Company, 1941) says: "What effects result from the application of merit rating to salary scales? This topic is now a highly controversial one. Research should give us a better basis for appraising the practice."

The second sentence can also be challenged. Industry frequently rewards workers according to the quantity of work turned out, but the more exacting the work, the less likely is this to be the case. As for agriculture, factors over which the farmer has no control, such as the weather, are often present. Is a doctor paid according to the improvement in health of one of his patients? A little gain made by a very sick patient may represent more real effort and a greater degree of success on the part of the doctor than complete recovery of another patient.

It should be mentioned also that individuals may be rewarded in other ways than by wages. Roethlisberger in his book "Management and Morale" reports experiments carried on at the Western Electric Company which show that the monetary reward is only one small factor contributing to the happiness of workers on the job and to greater efficiency. Recognition from the employer and a sense of importance to the social group were found to have more weight with the individual than the wages received. This study in industry has implications for the teaching profession. Perhaps its employer, the public, should recognize that Roethlisberger's suggestions are ap-

plicable to personnel in any field.

3. "At least half of the pupil's time is spent in activities in which progress can be measured. . . . We give the other half of the salary for work done on those unmeasurable intangibles which his pupils may have acquired."

The ultimate measure should be in terms of changes produced in the pupils. Such measurement should be valid and reliable. Measurement of any change is possible only if all other factors which influence growth are held constant. Teaching is only one factor among many. It is impossible to hold constant the child's health and environmental factors affecting his growth, while growth in arithmetic, for example, is being measured. It is questionable whether there are means of measuring real growth in arithmetic; we may measure reasoning ability, computation ability, accuracy but can we measure a child's ability to use arithmetic in daily experience either now or when he leaves school?

Intangible vs. Measurable

Perhaps a teacher's ability to help a child overcome certain environmental or personality factors, even though the effort occupies most of the school day, is more important and deserves more recognition than his ability to teach "subject matter or develop the prescribed skills" or "to have his pupils produce results."

Perhaps unmeasurable intangibles represent the real essence of the educative process. It is not necessary to repeat here the objectives of education, such as those given in the report of the Educational Policies Commission, "The Purposes of Education in American Democracy," (N.E.A., 1938). An examination of any such set of objectives will show a preponderance of intangibles. Again quoting from the "Encyclo-

pedia of Educational Research," "it seems sound to attempt the evaluation of teaching efficiency on the basis of pupil growth but a practical procedure has not been developed." Mr. Nelson himself says, "Normal growth cannot be calculated exactly; however, with the aid of guidance personnel or administrative help, the expected growth of each pupil can be set down at the beginning of each course."

The teacher himself is the only person in the school who knows the child intimately. An outside guidance person or administrator can only take facts supplied from past experience with the child and prophesy as to the future but he has no way of knowing what factors will influence future growth. Are the educators of the type Mr. Nelson is criticizing likely to be fair in their judgment or in estimating expected growth?

4. "We would apply this success percentage right up the line to principals, supervisors, superintendents."

Mr. Nelson himself contradicts this assumption when he says, "All educators ought to be stimulated to a more cooperative effort." Would it be cooperation to have the teacher forcing the children in order that

his salary would be increased; the principal and supervisor holding similar clubs over the heads of the teachers, and the superintendent sitting at the top demanding results from everyone? Soon everyone would be at swords' points. We live in a democracy and the fundamentals of real democracy are not present in such a procedure.

All educational efficiency should be judged in terms of the changes produced in the child but such changes should be made by the child working with the teacher, the teacher with the principal and so on up the line, all working together toward self-imposed goals. No real learning takes place unless the learner adopts a goal as his own. Such a goal cannot be worked out by a mathematical formula. Mr. Nelson has forgotten that in education, as in all personal relations, the human equation cannot be neglected.

5. A good teacher can be bought.

Can a good teacher be bought any more than a good scientist? Does an increase in remuneration make for an increase in teaching efficiency? Recent studies in industry, such as the before-mentioned one by Roethlisberger, have indicated little, if any, correlation between wages and

morale. Morale, one evidence of which is a willingness to work to maximum efficiency regardless of pay, cannot be bought. In an occupation such as teaching, which involves working with other people, a high morale on the job is a necessity.

The good teacher, judged by any standards, will not neglect the best interests of the children regardless of the monetary reward. "Educators" of the type Mr. Nelson criticizes, who are working for the pay check, are likely to resort to measures not conducive to a wholesome effect upon the pupils if they are to be paid according to his so-called "results." Adding or subtracting from the pay check will only emphasize the already unprofessional characteristics of such a teacher.

Is it too much to hope that in the teaching profession, as in other lines of work, all individuals will be paid a wage which will guarantee a high standard of living; that success will be no longer measured in terms of money but will be measured in the individual by the feeling of pride in a task well done and in society by the recognition of the individual as an integral part of the social order? Teachers along with other employees will rise to such a challenge.

Easy Solutions for "Ease Era" Problems: A REVIEW

WILLIAM CLARK TROW

Professor of Educational Psychology
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THE slender volume, "The Ease Era," contains the collected and edited diatribes of Columnist Mallon against progressive education.* Preaching the need for a "discipline" which is nowhere clearly defined, it falls in the classification of the if-people-would-only category of the crusading sectarian tract. Its claims are not exactly modest for it seems that the writer "broke the rule of progressive education and brought the promotion of sound value in handling juvenile delinquency and education in every city of this land"

*Mallon, Paul: *The Ease Era*, William B. Eerdmans Publishing Company, Grand Rapids, Mich., 1945.

(p. 5). The uninformed might be inclined to accept this fly-leaf dictum and enjoy the writer's punch, well-spiked with snappy epithets (lady barflies, brats, panty-waists).

The informed, however, would be likely to choke on the misstatements, oversimplifications, non sequiturs, semantic errors and platitudes they would find in the brew. But even the informed, though they might not know that the author's syndicate is a Hearst organization, could not learn from the letter to Doctor Lane, included in the collection, that it was a reply to a letter which contained a direct question: "Who asks you to write as you did? Will you tell me?"

The question was entirely ignored.

Nor yet could they suspect that Editor Don Ewing, who was apostrophized and used as a straw man in one argumentative column, wrote his friend Paul, "Where's your proof or even your logic?"

A confessed amateur in this field, Mallon would have done well to take the tip from "every large New York publisher" who, as naively stated in the preface, refused publication of this collection when it was submitted by his syndicate, King Features. It would have been better for his reputation to have let the matter drop but he may have had no choice in the matter.

SCHOOL OPINION POLL

EACH MONTH A QUESTIONNAIRE IS MAILED TO
500 REPRESENTATIVE SCHOOL ADMINISTRATORS

What About Pupil Strikes?

PARENTS are listed as the leading culprits in the displays of racial prejudice that have been behind recent school strikes in various parts of the country.

Running a close second to "parents," which drew first position among 43 per cent of the respondents to this month's School Opinion Poll, was "community at large," with 40 per cent of those who replied voting this the principal reason for pupil strikes.

Of the 500 schoolmen queried, 25.6 per cent had replied when the answers were tabulated. Those polled were asked to number the reasons they gave for school strikes in order of importance. Some schoolmen (14.1 per cent) did not indicate the order of their choices and thus had to be omitted from the tabulation although some of their comments are included.

While few administrators are willing to blame themselves or other school administrators for the outbreak of strikes on racial issues, a few spokesmen are of the opinion that an alert administration can prevent such outbreaks.

Indicative of majority opinion on Question 1 is the reply of a New Jersey schoolman: "In a community that is largely labor, strikes are the chief conversation at home. Strikes are in the air and in the press.

"Many times children strike in school in order to get at some individuals or groups entirely outside the school because it is the only method they have of hitting those who have won their hatred, justly or unjustly."

C. A. Bisel, superintendent of Lynd Consolidated School, Lynd, Minn., comments: "In my social science classes I find that many pupils are inaccurately informed. A pupil will assert that the Jews control all our industries and will cite many instances. He has no authoritative source for his statement, yet often the teachers have no authoritative information to convince him that he is wrong. The same misinformation exists as to the Negro situation. If

accurate data could be compiled on many points and used wisely and driven home, we might get somewhere."

In answering Question 2 with regard to the handling of pupil strikes, whether or not they are racially inspired, 44 per cent of the respondents favor "talks with individual strike leaders" as the best solution to the problem. "Suspension of strikers pending parental guarantee of no repetition" polled 18 per cent as the second best remedy. "Appeal through mass meeting of pupils," with 14 per cent, placed third in the voting.

Says John F. Uhlig, superintendent of schools at Weston, Mo.: "The best way to handle a pupil strike is to prevent it. Surely an efficient administrator

has information preceding a strike that such an event will or may occur.

"The way to improve a bad situation is to remove the cause. Usually administrators are able to remove causes for pupil strikes. If not, usually the administration is removed and another administration is established. When a strike occurs, the administration has failed and should be changed."

Prevention through education is the policy suggested by C. C. Hitchcock, supervising principal of schools, Hasbrouck Heights, N. J., who writes: "Racial issues must be discussed in the upper grades of high school. Strikes are caused largely by ignorance of the

(Continued on Page 68)

QUESTIONS ASKED—OPINIONS EXPRESSED

1. In your opinion who is at fault when pupils strike on racial issues? (First, second and third indicate reasons given in order of their importance.)

	1st	2d	3d
Pupils only	3.0%	3.1%	11.5%
Parents	43.0	34.4	7.3
Community at large	40.0	20.8	11.5
School administration	1.0	4.2	11.5
Curriculum	1.0	6.3	1.0
Poor teaching	3.0	7.3	8.3
Local press	0.0	5.2	11.5
Churches	0.0	1.0	1.0
Foreign Fascist propaganda	0.0	0.0	0.0
National Fascist propaganda	0.0	1.0	2.1
Professional agitators	8.0	6.3	11.5
Ku-Klux Klan	0.0	0.0	0.0
Other	1.0	0.0	2.1
No choice	0.0	10.4	20.7

2. What, in your opinion, is the best way or ways to handle pupil strikes, regardless of cause? (First, second and third indicate reasons given in order of their importance.)

	1st	2d	3d
Appeal through mass meeting of pupils	14.0%	23.0%	8.4%
Talks with individual strike leaders	44.0	16.0	6.5
Appeal to parents at mass meeting	10.0	10.2	16.8
P.-T.A. pressure	0.9	4.7	3.7
Appeal to strikers by civic leaders	2.8	6.5	9.4
Appeal to strikers by student idols (Sinatra, etc.)	0.9	0.9	1.9
Offer to mediate with strikers	2.0	4.7	0.0
Arrest by police of strike leaders or pickets	0.9	1.9	3.7
Suspension of strikers pending parental guarantee of no repetition	18.0	10.2	15.0
Other	6.5	1.9	1.9
No choice	0.0	20.0	32.7

MOVIES

Tell the School Story

IT IS the inescapable responsibility of the successful school administrator to keep the public informed about the schools. It is inescapable because in the long run there can be no public schools without public support. This is not a new idea.

In the past, school administrators have used a variety of methods to interpret the schools to the taxpayers. Printed reports, newspaper columns, open house at the school, P.-T.A. meetings and such devices have long served this purpose. And now we propose a widespread use of another medium, the motion picture.

Effective Device

Since the progress of any school system rests ultimately upon the extent to which the citizens of the community understand and support the aims and methods of the school staff, it behooves the administrator to use every effective device at his disposal to tell the school story. The motion picture is exceptionally well suited to this purpose. Consider some of the arguments in its favor.

1. Education is by nature a dynamic, moving and human experience. The printed word, the still picture, the oral report cannot do it justice.

2. Children are usually photogenic. A movie about children is nearly always interesting to adults.

3. A well-prepared motion picture depicting some phase of the school program can carry its message effectively week after week and month after month to P.-T.A.'s, faculty meetings, service clubs, civic groups.

There are no doubt several reasons why the motion picture has been neglected in the school public relations field. One, certainly, is the lack of knowledge of or skill in using this medium. Almost anyone can write a report or make a speech and the local papers are usually willing to carry school news. But few administrators know how to go about having a movie produced.

Another reason is the cost involved. It costs money to make good movies. There is no use denying this. But movies are not expensive when considered in the light of their effectiveness. Also, it should not be overlooked that there is a wide range of cost in making movies. A professional sound movie is costly but there are other and more reasonable ways of producing film. Which method is best depends upon the kind of film desired, the amount of money available and the talent on the school staff. Following are listed roughly, in order of cost, some of the ways such a project could be handled.

1. Production by the high school camera club. In Maplewood, N. J., the camera club produced a silent film showing how democracy is taught in the schools. It was not a professional job, of course, but it told the story and has been widely circulated both inside and outside the community. The cost was not much more than the original price of the film and the materials for titles.

Inexpensive Production

2. Production by some school staff member who is a camera fan. The cost in this case also can be kept down to that of the film and materials but, because of the time and work involved in doing a good job, some remuneration for the staff member or some arrangement for giving him time during the school day would be in order.

3. Enlistment of the local movie-makers' club to aid in such a project. The amateur club of New York City produced an excellent film for the Home Nursing Service. These local clubs frequently include people with real ability in the movie-making line. In case money for the first movie production may not be easily available, these clubs can be of service.

4. Hiring of a competent local movie-maker to do the job. In nearly

E. DeALTON PARTRIDGE

and

IRVINE H. MILLGATE

Visual Education Consultants, New York City

every community in America there is at least one movie-making "bug" who has the equipment and experience for such work. Such a person can produce good scenes if the scenario has been carefully prepared.

5. Contracting with a movie production firm. A real professional job calls for skill and equipment. I believe that the day will come when the larger school systems will be producing professional sound movies about some phase of their educational program each year.

Movie producing firms are growing in all parts of the country. They range in size and ability to do the job from one-horse outfits up to competent, complicated and professional organizations in the larger cities. As a note of caution, before making a formal contract with one of these producers, view some of its previous accomplishments and, if possible, obtain professional advice from someone who knows the movie game.

General Rules

Since it is better to crawl before walking in this new field, it will be wise to plan a simple, inexpensive production at first with the idea that as time goes on more resources and greater skill will be required to interpret the school program to the public. When this day comes, funds for the production of a movie will be included in the school budget.

When planning a school movie, a few rules should be observed.

1. Plan carefully. Making a movie that holds interest, tells a story and does not have too much "corn" is a serious business. It calls for careful planning of scenes and ideas. Write it out carefully and, if possible, have

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an experienced scenarist go over it before any shooting is done. A good scenario does not guarantee a good movie but it is impossible to obtain a satisfactory job without it.

2. Don't try to cover too much territory. The common failing in a first production is to try to include everything about a subject. It will be much more effective if some one part of the school program is selected each year for treatment. This year school excursions might be treated, next year the art program, another year physical education. Short, interesting films of this kind will be more widely used than long ones. They cost less to produce and are usually more effective.

3. Be careful not to include material that dates the film. Dates on titles, special events that occur only once, the featuring of individuals, all have a tendency to reduce the value of the film as time goes on.

Avoid a plot that features individuals over many scenes unless they are professional actors. Amateurs can do well in one, two or three scene sequences but when they are called upon to portray a variety of emotions over many scenes their lack of skill becomes apparent and annoying.

Industry, business, government and some social agencies have long since recognized the value of the motion picture in public relations. The schools have an appealing story to tell and a wide potential audience. They should enlist the motion picture as a vehicle to tell it. There will be difficulties in the beginning finding funds, planning the job and getting it done. This is always true of new enterprises. But as time goes on and skill in using the film increases, the motion picture can become a powerful force.

The day should come when it will be practical for films to be exchanged between various school systems of the country. In this way outstanding examples of good educational projects can be considered by a wide circle of communities. The work being done in Springfield, Mass., in race relations; in Newark, N. J., in after-school recreation; in Springville, Utah, in art, these are the kinds of projects that should be recorded on film and distributed for people in other communities to see. In this way the public can be amply informed about educational problems and the way they are met elsewhere.

RADIO

Helps the Curriculum

RADIO in the hands of a skillful teacher, well acquainted with the stimulation to interest provided by before and after broadcast activities, can help vitalize, enrich and supplement the curriculum. The splendid cooperation of teachers in the Philadelphia public schools explains radio's unusual popularity in that city.

In support of this statement are the following statistics from a recent survey of listening: maximum number of listeners as of May 15, 1945, 268,059; percentage of schools using radio as of the same date, 86.

A comparison of these figures and those released in the Dec. 15, 1944, survey reveals an increase of 94,179 in the number of listeners (173,880 in 1944). This is most encouraging when it is realized that because of the scarcity of materials during the war years Philadelphia schools were not fully equipped to obtain the maximum in radio reception. However, interest was so great in many cases that teachers and pupils brought their own receiving sets to the classroom to supplement the existing facilities.

RUTH A. DOERR

Radio Assistant, Philadelphia Public Schools

The rapid two year growth of Philadelphia's radio program in the schools has been immeasurably aided by four commercial radio stations: KYW, WFIL, WIP and WCAU. In addition to making available the professional advice of their staffs, these stations, during the last year, contributed more than \$55,000 in air-time to the Philadelphia Public Schools.

The broadcasting season started last fall with a roster of 13 educational radio programs designed for children and young people from kindergarten age through high school, covering the fields of literature, music, science and social studies. Better facilities for listening are anticipated as the program progresses. The number of discriminating listeners is growing and, what is most important, there is an increased effectiveness in the utilization and evaluation of the radio programs.

Glossary of Audio-Visual Terms

Following are some of the terms employed in using classroom films, prepared by Encyclopaedia Britannica Films, which teachers should know.

A.C.: alternating current; usually 60 cycles.

Amplifier: the vacuum tube system (like radio) which magnifies the sound impulses.

Animation: cartoons or technical drawings which move on the screen.

Aperture: the frame size opening in the projector which permits the light to strike the film and project it through the lens.

Base (safety): the cellulose acetate film material which supports the photographic image.

Bead: tiny glass particles on the surface of a "beaded screen" to increase the light reflecting power of film.

Booking: the reservation of films or equipment for a definite screening date.

Bloop: the peculiar sound issuing from the loud-speaker when a film splice (place where two strips of film overlap) passes through the projector.

Blooming: the lacquering of a film splice to eliminate the sound of the "bloop."

Cement: the solvent material used to hold two strips of film together. Used in splicing.

Condenser: the immovable lenses in the projector between the lamp and the film. They condense diverging light beams into parallel rays.

Cut: the place where one scene in a film stops and another scene starts without any "tricks" (fades or wipes).
(To be continued)



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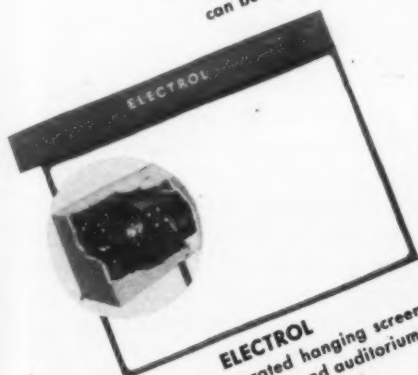
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RURAL LUNCH PROGRAM *Grows Up*



Boys lend a hand in the Tioga Consolidated School, Tioga, Pa.

BEATRICE E. DUNBAR

Home Economics Teacher, Tioga, Pa.

Both types of the "A" lunch are offered but only five pupils take the "A" lunch without milk, a negligible number in a total of 150. The pupils pay 10 cents for their lunch because of the 9 cent federal reimbursement. The pattern of this lunch is too familiar to justify description here.

The carried lunches are being gradually replaced by the hot plate lunch at noon. Participation in the special Christmas lunch reached 200. Generous portions are always served and seconds are permitted after the entire line has been served. As much variety of food is served as is possible on a limited budget.

The school lunch now runs for a period of four months. For the first six weeks the junior and senior home economics girls planned the menus, prepared the food and served the lunches under the direction of the vocational home economics teacher—myself.

The girls volunteered to continue it on their own initiative since a conflict in schedule made it impossible for me to continue to supervise the project every day. The principal and teachers readjusted their study periods, because vocational subjects were scheduled in the afternoon, so as to accommodate the agriculture teacher who could be in that school only at that time. The girls were found to be cooperative and dependable. For four days a week they worked alone.

The girls carried on because of the entire school's urgent need and desire for a hot lunch program. It should be understood that there was no desire for or intention of exploiting the home economics pupils.

TIOGA, one of the northern border counties of Pennsylvania, high in the wooded Allegheny mountains, is a distinctly rural area. All of the schools are fourth class, that is, they are in districts or boroughs having populations of under 5000.

Once the favorite hunting ground of the Senecas, Tioga County is still frequented by vacationists and ardent sportsmen. It is sparsely settled (35,000 inhabitants) and has sustained a New England atmosphere ever since its first settler came from Connecticut in 1787. Its people are characteristically conscientious and persistent!

After a school lunch program had been recognized by the school and community of Tioga as a tangible and practical way to improve the health and nutritional status of the community, the obstacles in its way began slowly yielding to New England persistence.

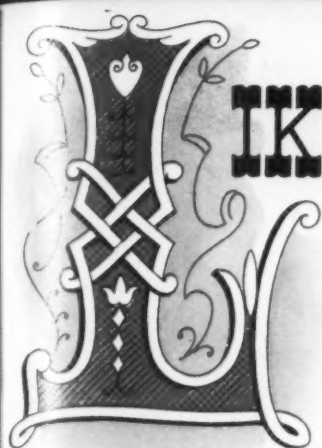
To anyone who has considered installing a hot lunch program these obstacles are only too familiar; naturally the hurdles are high in the rural areas. Lack of adequate space, especially in old buildings, the dearth of trained workers, limits set

on the time a vocational home economics teacher may use for teaching a school lunch unit to any one class, difficulty with a roster for itinerant part-time vocational teachers, scheduling of lunch periods, labor problems and equipment shortages—all these difficulties are accentuated in a rural district.

The labor shortage is more acute and wages are lower than in urban districts, transportation is sometimes nonexistent, marketing possibilities are limited and difficult and school budgets are extremely meager. But the Tioga Consolidated School lunch program gained popularity slowly, step by step.

Hot Soup Served at First

First, pupils' packed lunches were supplemented with hot soup prepared in the homes of the community and served twice a week in the school corridor. This was before the school had a home economics department. Then the parent-teacher association sponsored a program using W.P.A. labor and federal surplus foods. Today the home economics department, using the federal subsidy, is serving three fifths of the children a hot plate type "A" lunch.



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However, the entire problem was complicated by the fact that vocational home economics teachers may not utilize more than a short class unit for operating a lunch. This is a nationwide problem and we can only work toward its solution, since we feel that school lunches are vital.

The boys volunteered, too, when the continuance of the program was threatened. They did the heavy lifting, washed dishes, acted as checkers and cashiers, served the milk and, on festive occasions, helped to freeze the ice cream.

Once they expressed a desire for French-fried potatoes. They got them from the appreciative girls. But the hectic noon hour spent in frying, turning and salting this specialty was recognized by all as an experiment not worthy of repetition. A lesson well learned—to temper desires to the work involved! Plans are under consideration for offering a class on the school lunch to the boys because their initiation period was so successful.

Local Women Prepared Meals

In order to continue the program the parent-teacher association obtained two women from the community who prepared the meals. The teacher made out the menus, did the marketing and acted as consultant.

As the parent-teacher association could not pay the women what they were really worth, their services were recognized as their contribution to the program and to the welfare of the community. Our lunch program has now carried over into the homes and is universally supported.

We had one third grade boy who ate everything and repeatedly came back for seconds. We inquired into his background and found that at his home potatoes were frequently the only food served at a meal. His school lunch was probably the only nutritious meal the child ever got.

The children used to tell how glad their mothers were that they had enough to eat at noon so they weren't craving a lunch when they got home from school. We heard reports from surrounding communities about the lunches we were preparing. People in Tioga often expressed the desire to try them. Such praise was a stimulus to all who were helping.

The principal, R. B. Walker, did

his utmost to make the lunch program a success. He helped us to get large utility dishes, meat loaf pans, an automatic water heater and other small equipment. He is doing his best to locate a much needed electric mixer and another refrigerator.

The teachers are interested and cooperative and believe that we are improving the scholarship as well as the health of the pupils. The community has established its serious interest by its support of the parent-teacher association. We may even, one day, as an adult education project, offer a school lunch unit for women in the community.

Our example is helping to expand the program throughout the county. The State School Lunch Survey for 1944-45 shows that Tioga County

served hot lunches to 19 per cent of the children enrolled in the public schools. This year several more schools are starting programs.

Although we feel our school lunch program was a success the past year, we want to make it better in years to come. We are planning to make aprons and caps to match for all the girls and women who help prepare the meals. We are in need of considerable equipment which we hope to acquire over a period of time. Although we operate without profit, we are not in the red.

The children in our school have benefited so much from the school lunch that we anticipate the time when a similar program will be in operation in every school in the county, in the state and in the nation.

Food Service Training for Teachers

MYRTIE E. KINNEY

Instructor of Foods, Nutrition and Consumer Education
Farmington State Teachers College, Farmington, Me.

WITHOUT question most school cafeterias in the country are supervised or managed by the home economics teachers. This is necessary in schools too small to warrant the employment of a full-time school lunch manager. In rural districts the school lunch is often under the direction of the regular classroom teacher, which means that preparation for this undertaking should be provided in her teacher-training period.

Farmington State Teachers College in Maine is attempting to give home economics students definite experience and training for this type of work. For elementary-junior high department students, we have during their first year a unit on nutrition. This is part of the health program. We also intend to include a unit on nutrition in the second year, emphasizing the importance of the school lunch in promoting better health. Students taking this work will attend an exhibition showing how a school lunch can be planned and executed under varying conditions. Opportunity for participation in planning and serving Type B

lunches will be available at the campus school.

We are fortunate in our teaching setup. The instructor who teaches education and observation courses to the home economics students at the teachers' college also teaches home economics in the high school and campus school and conducts the high school cafeteria as a training center as well as a means of providing a hot lunch for about 50 high school pupils.

The cafeteria arrangement is not ideal; a room in the basement, formerly used for storage, was the only available space. Under new administration interested in the project, however, and with the cooperation of the manual training department, the cafeteria has been made both convenient and attractive.

It is managed on the federal reimbursement plan. A Type A luncheon is served for which the pupils pay 15 cents. There are two paid workers who are assisted by high school pupils, this being considered as part of their class work. The teachers' college students, during one semester, assist with the preparation

and serving of the school luncheons.

The high school girls help in planning the menus, preparing and serving the meal and in cleaning. This work is done in rotation for a period of one week. One girl orders the food, keeps the records and pays the bills; two girls help with the preparation and serving while two others help with the serving and cleaning. Each pupil has an opportunity to get experience in each type of activity.

The teachers' college students receive their cafeteria experience and quantity cookery in their junior year. In quantity cookery each student is responsible for planning, figuring costs and supervising the preparation and service for one function. Preceding their cafeteria experience at the high school, the junior class students have a unit, as a part of their nutrition course, on the feeding of the school child. School lunch menus are planned and studied from a nutrition angle. Working in small groups the students select a situation, plan, prepare and assemble the proper equipment and demonstrate the serving of the lunch.

Each setup is different from the

others. One group may plan one hot dish that could be prepared on an electric plate or oil stove to be served with a box lunch brought from home. A suitable box lunch is prepared and demonstrated.

A second group may prepare a main course, salad, sandwich and fruit dessert, using a two-burner electric plate or oil stove. The third group may plan a complete meal using a more elaborate setup.

A Demonstration Project

This lesson is carried out as a demonstration project to which the students of the elementary-junior high department and others interested are invited. This preliminary experience is followed by from four to six hours spent in class with the cafeteria manager studying menus and the financing of the lunch program, the federal reimbursement plan, the keeping of records, cafeteria equipment and the help situation, including both hired and pupil help. Each junior student spends from five to eight hours in the cafeteria helping with the preparation and serving.

In order that the students may have experience with the serving of meals where table service is required and in the use of heavy duty equipment, a unit of work is planned to be carried out in the school dormitory kitchen and serving room. Eight hours of class time are spent with the dietitian on menu making, buying and storage, record keeping and the study of equipment. Each student spends twelve hours in the kitchen and serving room preparing and serving food. A practical examination is given at the end of the course with the students planning, preparing and serving a meal to about 175 students and members of the faculty.

These varied types of experiences should help the home economics students in the management problems they may meet when starting their teaching work in the field. It is hoped that in the near future we may be able to give the elementary-junior high department students even more adequate preparation for the handling of at least a simple lunch program which can be carried on in rural schools.

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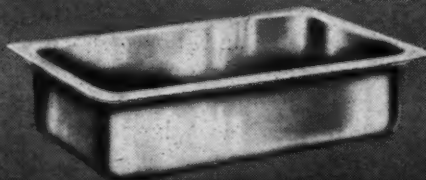
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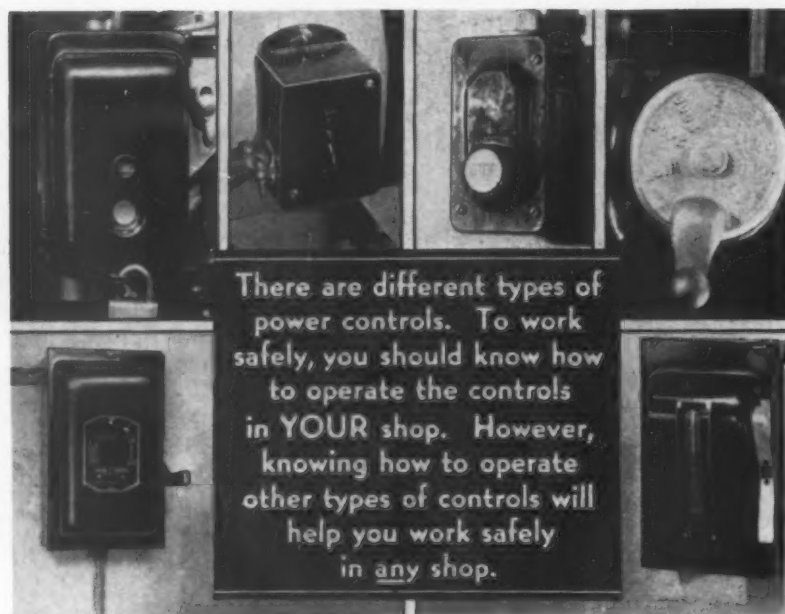
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CUSTODIANS LEARN *through pictures*



A slidefilm on safety practices shows the custodian how to manipulate properly various types of power switches and other devices.

L. S. METCALFE

in sequence, singly or in variable order. They can easily be shown in color and are made quickly.

There are, of course, both silent and sound motion pictures, movies and slidefilms both in color and in black and white. Colors are used where the subject calls for them to assist in obtaining a better understanding. Ordinarily, black and white will serve.

Films are not the only "visuals," however. Miniatures, models and "mockups" were widely used for teaching in all phases of war work. Such visuals do very well for small groups of custodians or for individual study. They provide a realism which the film approaches but does not equal. Then, there are maps, still pictures, projections, reliefs and an endless variety of devices for demonstrating a process.

Movie technics permit the instructor to visualize for his class objects, processes and events otherwise almost impossible or extremely tedious to explain.

Motion pictures, for instance, can visualize things which are too large to be seen, too small, too slow, too fast, too complicated and too obscure.

Until comparatively recent years, both schools and industry used films largely by merely showing them, permitting the mental processes of the onlooker to assimilate and retain what was seen. During the war, when millions of workers and fighting men were trained with the help of visuals, new methods of integrating films with other teaching technics and mediums were devised and perfected. The result is that nowadays pictures are "used." They can supplement book and manual study, lectures, talks, discussions, workshop demonstrations and work projects in

THE schools of this country, for a generation or more, have used visual teaching aids in various forms, not only with notable success but also with the spirit of the pioneer. Industry, at the same time, has made steady strides forward in the technics of using films.

Yet, despite the complexities of the modern school building and the varied duties and responsibilities of the school custodian, little has yet been done to apply the visual medium to the end of improving building management and school property care.

There are numerous films of one kind and another bearing upon subjects important to custodial work. War uses of films have clearly defined the purposes to which each type of film is best suited, and why.

In considering visual aids for training school custodians, it may be well to define some of the terms involved.

Motion Pictures: These bring experiences to the observer or re-enact

movement, analyze functions, add natural sound to motion or action, appeal to the emotions, portray life-like situations.

Slidefilms: Rolls of still pictures, arranged in proper sequence, on 35 mm. safety motion picture film. There are two types—silent, for discussion; sound, with accompanying disk records. These are used where it is not essential to show motion; they present clearly a series of ideas without action, such as a heating system. They are best for teaching "how-it-works and how-to-work-it" jobs and skills. In sound slidefilms, records carry the commentary, thus making unnecessary the presence of an expert teacher or speaker for a custodian group.

Slides: These come in two general sizes, 2 by 2 inches or 3¼ by 4 inches. The former are usually films mounted on cardboard or glass; the latter are always mounted on glass. The advantage of slides is their flexibility as they may be shown or used

Suggestions for modernizing your school



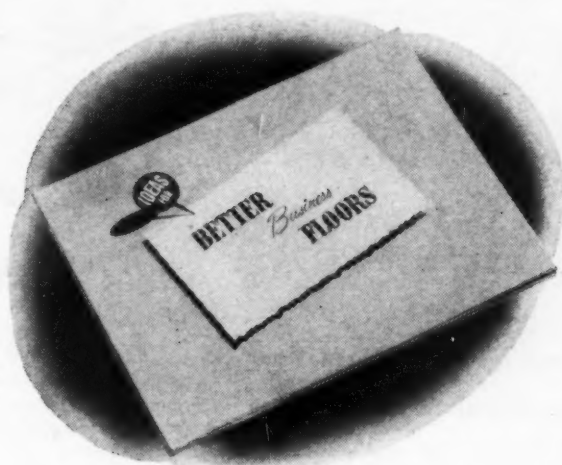
TO SPEED CAFETERIA SERVICE, well-balanced meals arranged on trays are placed on open-shelf compartments in the wall. As students remove trays, shelves are replenished from kitchen in rear.



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the field of custodian education.

But, more than that. The discus- sional type of slidefilm can be used in other ways. This type is a strip of 35 mm. safety motion film, each frame or segment of which contains a picture, with a label, legend or let- tering superimposed upon the film and projected onto the wall or screen with visual material to amplify its meaning. This type provokes discus- sion by the instructor and the class. It can be taken, together with the projector, by the mechanic or elec-

trician right into the workshop for studying any sequence or images he needs as a procedure pattern to fol- low on an assembly or repair job. He can project the pictures onto the floor, wall or ceiling, depending upon his working angle.

Tracings from slidefilms can be made in chalk on the workshop wall for leisurely study and analysis by the custodian. A library of electrical films, for instance, enables the new- comer to refresh himself or restudy subjects in building care he may have

missed, and he can do this privately.

In considering the use of visuals to speed up and make more thor- ough the training of school custo- dians, one question is certain to come up early. What is available?

The answer is: scores of films, many of them produced officially or otherwise for war-time purposes, which are well suited to aid in the school custodian's training or at least to serve as "refresher" material. There are numerous films classified in the files of our school systems while producers and sponsors have others.

Let me name a few to show the types best fitted for the purpose.

For instance, the custodian must know basic electricity. Films com- prising a course in this subject were used widely in the pre-induction training of the high school Victory Corps program. Subsequently, these films have been and are being widely used in the electrical, radio and elec- tronics fields and are also available to school systems.

Fundamentals of Electricity

In this series, "Fundamentals of Electricity," there are 21 subjects, as follows: magnetism, static elec- tricity, current electricity, electric cell, storage battery, electromagnetism, generator, alternating current, elec- tric motors, electric meters, applica- tions—part 1, applications—part 2, airplane ignition, flight instruments, electricity and the storage battery—part 1, electricity and the storage bat- tery—part 2, starting motor, chassis electrical systems, maintenance of storage batteries, ignition system — how it works, ignition system—care and repair.

First aid is an important subject for the school custodian. During the war, a series of 24 slidefilms, "First-Aid Training," with sound on rec- ords was used in the Navy, Coast Guard and other branches of the services as well as in industry. The same films are available now for use in custodian classes.

The custodian should also under- stand the use of power equipment and be well schooled in shop safety practices since he will have much to do, as a rule, with the school's repair shop and woodworking setup. A series of eight slidefilms on this sub- ject has recently been made avail- able, well suited to custodian train- ing under the title of "Safe Shop



No worn spots . . . no traffic lanes when floors are finished with Seal-O-San.

SHUFFLING feet and pounding heels cannot mar a Seal-O-San finished floor, for Seal-O-San's rugged finish is made to stand up where traffic is heaviest.

The reason is simple. A Penetrating Seal-O-San finish actually becomes part of the wood. It penetrates deeper to fill a greater number of empty cells, then hardens to form an armor-clad seal against dirt, moisture or wear. It is this tougher, more durable seal ex-

tending below the surface that permits a Seal-O-San finished floor to withstand the hardest wear.

Once applied, a Seal-O-San finish lasts for years. And what maintenance econ- omies it offers! An occasional sweeping with a dry mop keeps a Seal-O-San floor clean and beautiful. Seldom is scrubbing required.

No other floor finish gives greater durability than Seal-O-San. And no other finish can match it for beauty and up- keep economy. So plan now to refin- ish all your wood floors with Pene- trating Seal-O-San. It will pay you well.

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SEAL-O-SAN

PERFECT SEAL AND FINISH FOR WOOD FLOORS



CB-11-384. Rapidway blowout closet with elongated rim. Concealed flush valve and black hard rubber seat. Wall type permits easy cleaning of floors.

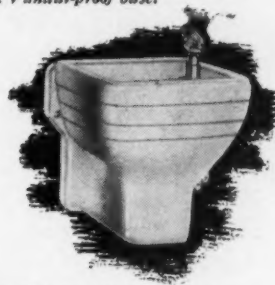
LOOK TO CRANE FOR PROPER SANITATION EQUIPMENT

To anyone interested in the development of the youth of our nation, proper sanitation is important. Adequate facilities, properly installed, not only mean much to health and efficiency, but play a vital role in promoting good habits of bodily care and sanitation that are reflected in later life.

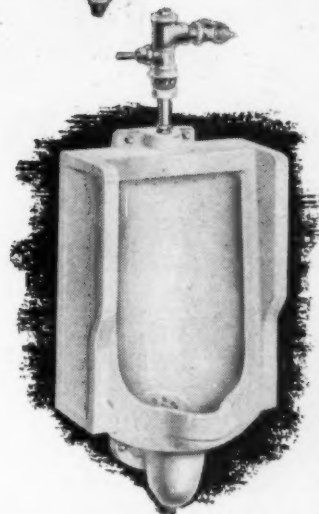
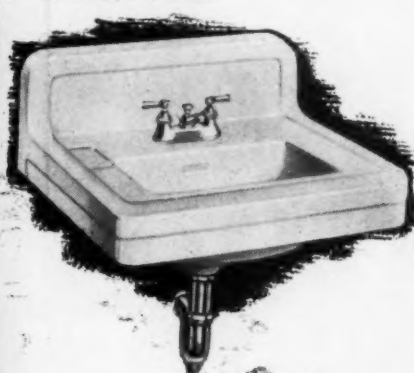
Crane school plumbing is designed to meet the requirements of all schools and possesses the sturdy construction so essential in equipment intended for public service.

Whether you need plumbing for replacement or for the new school you are planning to build, consult your Plumbing Contractor or nearest Crane Branch. They can help you with your selection and schedule your order for delivery as soon as manufacturing conditions permit.

CB-9062. Corwith vitreous china wall drinking fountain. Sanitary angle stream jet with automatic stream regulator. Vandal-proof base.



CB-754. Norwich vitreous china lavatory—with concealed hanger. Rectangular basin, soap depression. Sizes: 20 x 18 and 24 x 21 inches.



CB-15-605. Correcto urinal. Easily cleaned vitreous china. Integral strainer and trap. Can be arranged in batteries for flushing with single tank.



CB-11-660. Santon closet. Easily cleaned vitreous china. Elongated rim. Siphon jet action. Vacuum breaker flush valve.

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PLUMBING • HEATING • PUMPS
VALVES • FITTINGS • PIPE

Practices in Woodworking." A number of motion pictures and slidefilms on everyday safety practices contain guidance of immediate use to the school custodian responsible for safety on the school property.

To list here all films of direct interest to those whose job it is to train school custodians would be impossible but many producers of such films issue catalogs, while many sponsors in the industrial field have films suitable for this kind of training.

To name some of the leading suppliers:

Business Screen Magazine, 157 East Erie Street, Chicago. (Covers the industrial and commercial film field; lists new training films.)

Castle Films, Inc., 30 Rockefeller Plaza, New York City.

H. W. Wilson Co., 950 University Ave., New York City.

Commercial Films, 1800 East 30th Street, Cleveland.

National Association of Manufacturers, 14 West Forty-Ninth Street, New York City.

National Safety Council, 20 North Wacker Drive, Chicago.

Film Productions Inc., Minneapolis.

General Motors Corp., 1775 Broadway, New York City.

University of Chicago, Chicago.

Eastman Kodak Company, Rochester, N. Y.
AudiVision, 285 Madison Avenue, New York City.

In addition, more than 40 state universities maintain film loan and rental services in connection with their extension work, and many own and list numerous films on custodial subjects.

The job done by the picture screen during the war has taken visual education far out of the experimental field. Under stress of war, when millions of men and women had to be trained in technical and semi-technical jobs quickly, the visuals doubled the capacity of instructors and cut in half the time needed for the average learner to complete a course.

Train the school custodian with the help of the picture screen? Why not?

Year by year, his responsibilities increase as school investments grow heavier, as schools and their equipment become more complex.

BETTER PLANT PRACTICES

Use of Steel Wool

On the best authority obtainable, the following is the correct procedure for using steel wool in finishing wood and composition floors. After each coat of finishing material has dried thoroughly, the floor surface is gone over using No. 1 steel wool floor pads under the brush of an electric floor polishing machine.

A steel wire brush is best suited to hold the steel wool under the machine but a stiff fiber scrub brush can be used if the machine is not equipped with the wire brush. If an electric machine is not available, steel wool can be used under a weighted brush or by hand.

When a high gloss finish is desired, steel wool should not be applied after the last coat of varnish or sealer has dried. Wax is applied as usual and the floor polished. When a smooth, soft finish is desired, the last coat can be gone over with steel wool when the surface is thoroughly dried. No. "0" steel wool is recommended for this purpose following which the floor can be waxed and polished with a machine or weighted brush. After each steel wool operation the floor should be thoroughly vacuumed or swept before additional material is applied.

Sometimes particles flying around in the air will settle upon the floor and dry into the finish forming small pimples or air bubbles. These can be removed by the use of steel wool, leaving a perfect base for further coats.

DOUBLE PROTECTION For FLOORS

With PYRA-SEAL

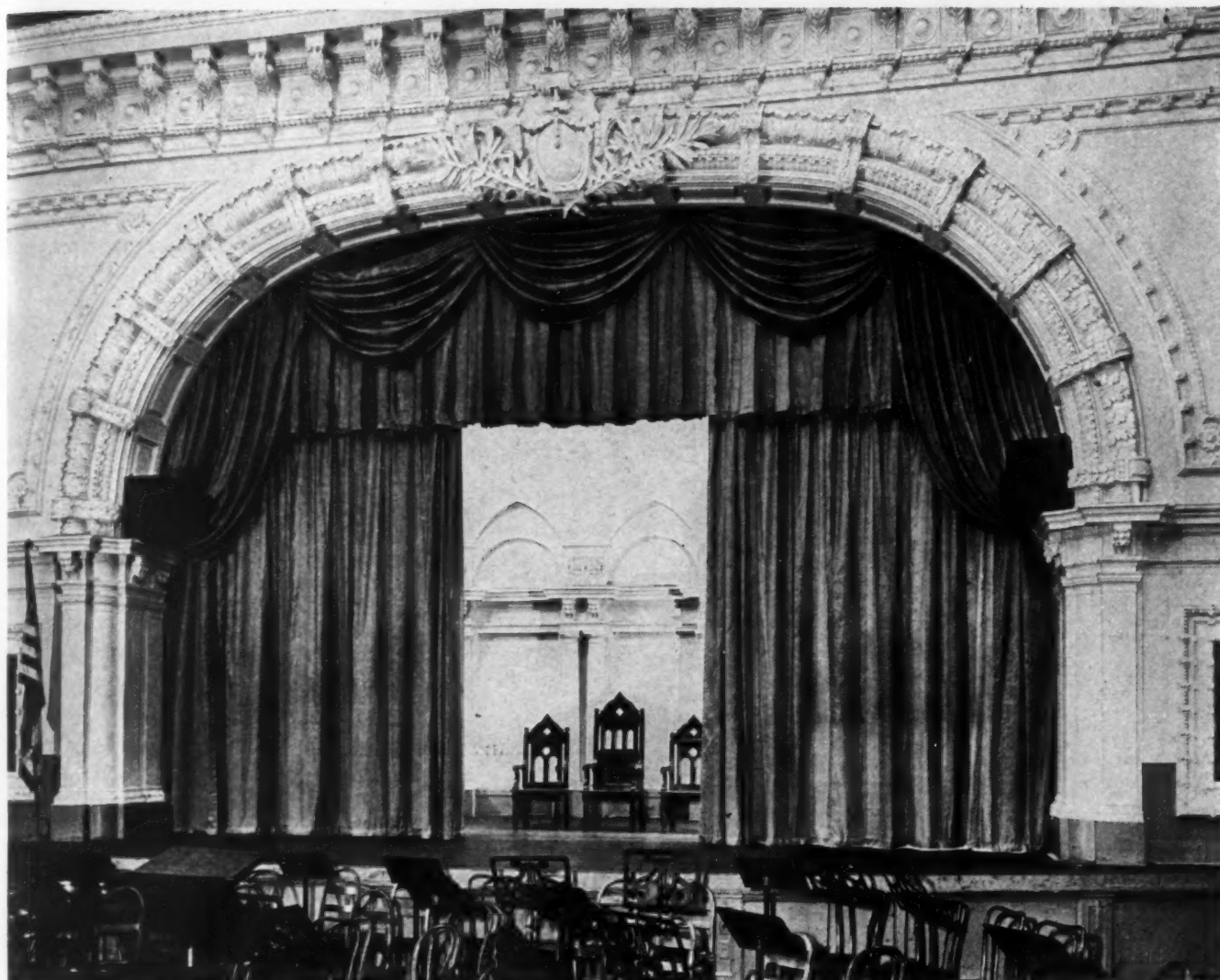
PYRA-SEAL gives you two-way floor protection. On the floor surface it forms a hard, lustrous finish that resists hard wear and tear. But PYRA-SEAL protection goes deeper. It also protects *underneath* the surface. PYRA-SEAL seals the pores in the floors . . . it fuses with the wood, actually becoming a part of the wood itself . . . double protection that keeps out water and other floor destroying agents. Double protection that more than doubles floor life.

During the war years, floor maintenance was curtailed to a minimum—building custodians being over burdened with extra duties for lack of manpower—floor seals of prewar quality withdrew from the market for lack of essential ingredients, and now—floor investments are endangered from the standpoint of utility and appearance.

PYRA-SEAL the same pre-war floor seal, the same pre-war formula that building custodians relied on to lighten floor maintenance labor, is again available. The same PYRA-SEAL floor protection that makes floors wear-resistant, preserves their natural beauty, and gives long life, reducing maintenance to a minimum of expense.



VESTAL INC.
ST. LOUIS NEW YORK



Photograph of the Fiberglas auditorium installation that helps to insure fire-safety for the pupils of Stuyvesant High School, New York City. Grosgrain weave in Periwinkle Blue Fiberglas fabrics are now available for your school. Remember—they cannot burn!

Beautiful ...and fire SAFE!

Take a good look at these Stuyvesant High School auditorium curtains. You'd never guess that they're made of glass would you? Think of the protection that means for your school audiences—for Fiberglas curtains and draperies **CANNOT BURN**. Woven entirely of finely spun glass filaments, they never require spraying with flameproofing chemicals; always operate at 100% efficiency. If exposed to fire, will not emit choking fumes. That's why so many school auditoriums in New York, Chicago and St. Louis—and places of public assembly all over the country—have installed Fiberglas fabrics. Their first cost is the last. Available in luscious solid colors, intriguing prints and interesting texture effects.

FIBERGLAS*

Because of the safety-plus features, Fiberglas fabrics are used in all ships of the U. S. Navy (Bureau of Ships Specification 27 C 7). Listed by Underwriters' Laboratories, Inc., as "Non-combustible Fabric"; approved by the Bureau of Standards and Appeals, City of New York.

WRITE FOR SAMPLES AND INFORMATION

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*T. M. Reg. U. S. Pat. Off. Owens-Corning Fiberglas Corporation

Chalk Dust

VALENTINE

*Who strews tough boulders on the road,
Who adds rough burdens to the load,
Who, sometimes, likes to prick and goad?
The blasted P.-T.A.*

*But who bends down when you are low,
And with a mighty heave or so,
Encouragingly shouts, "Let's go!"?
The blessed P.-T.A.*

« « » »

Would You Teach Children?

WOULD you teach children? Know that it is not given to children to learn easily. Teach thoroughly, then, the drills and exercises but avoid the parroting which is empty sound. Teach vigorously the skills which lead to self-reliance of the body but stress always the greater wisdoms which build the mind and spirit. Teach tenderly great poetry because therein children may be lifted to truth and beauty.

Teach confidently as befits one who is privileged to guide the sons and daughters of a freedom-seeking people, with a fierce intolerance for ignorance and superstition and with no great reverence for the clap-trap which clutters outdated curriculums.

You would teach children? Gain first an understanding of children—know how they grow and learn and live and are. Teach with pride and humility, with love and patience and with all the skill and wisdom that are in you.

Teach fully and happily, for in such teaching lie the power and the glory which, through you, may remold and reshape a little piece of the whole world.

« « » »

Lessons in Natural History—The Whale

THE whale, according to some naturalists, has a tenure of 150 years or more, whereas the tenure of the average school superintendent is much shorter—it only seems that long. Among the whale family we find the bottlenose, grampus, and sulphur-bottom. Bottle-nosed superintendents are relatively rare, owing, possibly, to the alertness of community temperance societies.

The whale lives a cetaceanous existence, half in the water and half out. The school administrator, on the other hand, is in hot water most of the time and there is slight basis to the current allegation that he is a "cold fish."

"As the old whaling fields become exhausted, the hunters move to new fields," says the encyclopedia.

This reminds us that Mrs. Droopyvan, former president of the P.-T.A., is moving back to Hamburg after the recent superintendential casualties in Eden. We shiver to read further that "such refinements have been made in hunting that the whale doesn't have much chance any more."

The whale is in greatest danger when he comes to the surface to "blow." This is something for school executives to ponder.

« « » »

QUERY

I profess deep admiration for school interpretation, Although at times it seems to be a mighty mystery. I am told that guff and glamour can quiet public clamor

But that ain't the way the business works for me.

Their chatty observations in public school relations Have won a faithful following for Grinnell and McKeown.

But I cannot help but wonder, as I often stop and ponder,

Could Mickey be "progressive" in a nonprogressive town?

Perusal of Clyde Miller has made me versatiler, And from Moehlman, scholarship has germinated, But could Artie up a budget, with a public to be- grudge it,

And, in the upping, not get terminated?

« « » »

As Others See Us

"According to many repatriated American prisoners of war, one of the first things they began to think about, once they were confined behind a German barbed-wire enclosure, was school."

—RALPH PIERSON, as quoted in *School and Society*, September 1945.

« « » »

Dear Supt.: My daughter says you want a note for being one minute late. A note for this and a note for that. All the time, notes, notes, notes. But this one minute stops them all. I know that being on time means a lot but children and minutes just don't seem to go together at times. In the meantime, the government asks us to save paper and all you can holler with your big mouth is notes.

Frederick J. M. [Signature]

SPECIAL FEATURES

that give you
better values
in schoolroom
furniture

American Seating Company's school furniture combines features that give the best possible results in hygienic comfort, durability, correct posture and sight conservation. In addition to the detailed excellence of the book box shown at the right, No. 334 American Universal Desk is constructed with heavy tubular steel frame—and has a foot-rest base with special fluting that minimizes wear of the finish. The scientifically formed chair has a self-adjusting lower back rail, and seat scoop with no rearward elevation, so that comfort is assured. It swivels smoothly, 45° each way to a silent cushioned stop. There are no exposed screw heads in the strong back braces.

Leaders in the moderate priced field are American Envoy Chairs, Desks and Tablet Arm Chairs. For other needs, the highest serviceability is assured by American Steel Folding Chairs, Portable Assembly Chairs and Bodiform Auditorium Chairs. Write today for complete information.



*American Universal Table with
Envoy Posture Chairs*



*Note these book-box details:
(illustrated above)*

The lifting-lid book box has a one-piece steel structure; rolled edges and smooth sanitary form and finish inside and out. It has ample capacity—plenty of knee and leg room. The lifting lid is solid hardwood, with durable finish and non-slam friction control. The in-turning hinge line prevents pinching or catching. No exposed moving parts or wood screws.



American Envoy Desk No. 362

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A MESSAGE TO BUDGET-MINDED EDUCATORS



All signs point to a rapid increase in emphasis on vocational subjects.

Industry and commerce and parents are looking for practical "bread and butter" training that will enable the big majority of students to make quicker and more satisfying adjustments to life when they leave high school.

In your shop classes it will mean providing enough machine tools so that each student can acquire practical working skills.

This need not be expensive. Atlas compact bench tools provide all the operating fundamentals. Advanced mass production methods bring them to you at low cost.



SEND FOR THIS CATALOG

Complete specifications, prices, and operating views of the Atlas 4 Tool Team are included in this 64-page catalog. A request for it will also bring detailed recommendations for equipping shops of various sizes, accessories, etc., for discussion with your vocational department head. Write today so that you can be thoroughly equipped for an expanded vocational program next fall.

ATLAS PRESS CO.

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School Opinion Poll

(Continued From Page 51)

issues at stake, ignorance of the other fellow's desires and ambitions."

A Pennsylvanian believes that local conditions will determine the method of handling. "The two main things to accomplish, as I see it, are for the school to gain the confidence of strike leaders and also to make the parents feel a certain amount of responsibility for the actions and attitudes of their children. Leaders of extracurricular activities have proved helpful in getting points across to pupil leaders and small groups of pupils."

Inconsistencies in our way of life must be eradicated, according to Harold A. Crane, superintendent, Wilson Borough Schools, Easton, Pa. "The failure of Congress and our military services to guarantee protection against racial discrimination in matters such as the ballot, education and commissions is disgraceful. Job discrimination, including both employer and union unfairness, is also un-American."

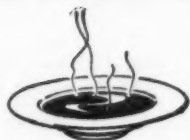
"The farce of naming national champions in baseball, tennis and other sports when Negroes and certain national groups have no chance to compete is entirely unsporting. The extreme difficulty of finding an opportunity to present the facts to the American public via the press, radio and other mediums is vital."

"It's about time we quit shouting to the rest of the world about the glories of democracy and clean the shield of America the Beautiful. Cheap, ignorant politicians, Facists, all kinds of selfish groups, greedy lobbies of hungry pressure groups, vociferous defenders of mediocrity instead of merit and equality of opportunity—the really dangerous foes of our democracy and the life of our nation—are within our gates and working over time. We can call our youth to the Great Cleanup only if we lead the way. Grab a broom or a shovel or a ballot—but soon!"

Schoolmen have little use for the method of appealing to strikers through popular idols, such as Sinatra. Appeals through civic leaders is not in much greater favor, with only 2.8 per cent of the schoolmen selecting this method as their first choice.

Interestingly enough, Lloyd H. Paul, superintendent at Magnolia, Minn., took the poll questions to his high school pupils, who placed the responsibility for strikes caused by racial issues on (1) the community at large, (2) parents and (3) pupils.

As to settling a school strike, these pupils advised: (1) talks with individual strike leaders, (2) appeal through mass meeting of pupils and (3) appeal to strikers by student idols, like Sinatra.



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In every refrigerator, beverage cooler, and storage cabinet there is a condensing unit on which all refrigeration depends. When that unit is a G. E. you can be sure of years of faithful operation.

G-E Condensing Units are built compactly to save valuable floor space. They use modern, safe Freon gas as a cooling agent.

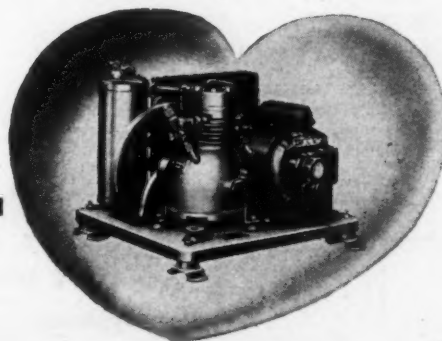
Call your G-E dealer today for full information on G-E refrigerating equipment. You'll find his name in your Classified Telephone Directory under "Refrigeration Equipment." *General Electric Co., Air Conditioning Dept., Section 6662, Bloomfield, N. J.*

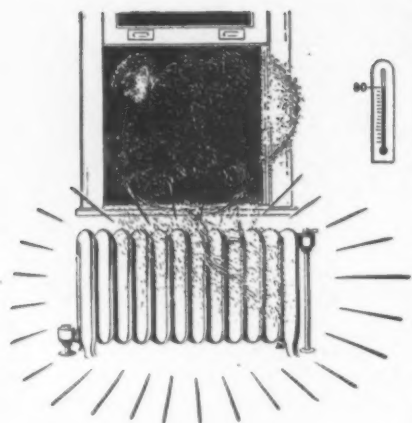


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Overheating? Open windows? Wasting costly fuel on mild days? Discovering higher fuel bills? ... There's a thief in your heating system—Faulty Control!

Correct this needless expense and discomfort. Modernization with the Webster Moderator System and Automatic Controls will assure correct steam delivery to each radiator at all times. It is automatically "Controlled-by-the-Weather" to agree with exposure and outside weather conditions.

In the Webster Moderator System there are just four control elements: an Outdoor Thermostat, a Main Steam Control Valve, a Manual Variator and a Pressure Control Cabinet... assuring the highest expression of comfort and economy in modern steam heating.

More Heat with Less Fuel

Seven out of ten large buildings in America (many less than ten years old) can get up to 33% more heat out of the fuel consumed! ... If you are planning on a new building or on modernizing an existing building, write today for "Performance facts"—a book of case studies, before and after figures, on 268 Webster Steam Heating installations. Address Department NS2

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NEWS IN REVIEW

Expelled From N.E.A.

Superintendent William H. Johnson of Chicago, who was invited but failed to appear before the ethics committee of the N.E.A. in Washington, D. C., to show cause why he should not be dropped from membership in the N.E.A., was found guilty of flagrant violation of the association's code of ethics and was expelled from membership. This was the first time the N.E.A. has ever taken such action against a member.

Among the charges brought against Superintendent Johnson were favoritism in making promotions, arbitrary handling of teachers and forcing the use of textbooks written by himself in the public schools. The committee heard testimony that the \$100 paid for Mr. Johnson's life membership in the N.E.A. was raised by a man who later received five promotions in the Chicago schools.

Petrillo Again

Dr. Joseph E. Maddy, founder and director of the National Music Camp at Interlochen, Mich., and professor of radio at the University of Michigan, appeared before the board of the musicians' union in Chicago to answer the charge, as he phrased it, "that I taught music to school children ... and in so doing was guilty of acts detrimental to the American Federation of Musicians."

Following the hearing Doctor Maddy was expelled from the union on charges that he violated the A.F. of M. by-laws by continuing to teach at the National Music Camp after James C. Petrillo, head of the federation, placed the camp on the union's "national unfair list in January 1945." Doctor Maddy has been a member of the A.F. of M. for thirty-seven years, which is longer than Mr. Petrillo has been a member.

Doctor Maddy stated that the National Music Camp and other school organizations will continue to fight all edicts interfering with the rights of educators to teach and of children to learn music.

Meanwhile in Washington, D. C., a bill introduced in the House by Representative Lea of California would open the airways to music pupils, such as those at Interlochen. The bill would also restore other noncommercial, educational or cultural programs banned by Petrillo; permit radio stations to broadcast music from local schools; allow Army and Navy bands on the air again; restore broadcasts originating outside the United States, and make it a felony for a union to force an employer to hire more people than he needs or pay those he doesn't use.

Maintenance Workers Strike

In Flint, Mich., a strike by 190 maintenance workers closed 43 of the city's 44 public schools recently. The strikers, members of Local 21 of the C.I.O. State, County and Municipal Workers Union, are demanding a 10 cent hourly pay raise, union recognition and a union shop. Pending compromise action, a one week's truce was declared and schools were re-opened.

Lunch Prices Raised in Chicago

The board of education in Chicago requested and obtained a 1946 tax levy ordinance of \$72,456,273, an increase of \$3,307,556 over last year, the request having been made by Frank O. Washam, school lunchroom director.

When pupils returned to school after Christmas vacation, they were greeted by an increase in lunch prices. The cost of grade school lunches was raised from 6 to 8 cents and of high school lunches from 18 to 20 cents. The price of milk, except for the first federally subsidized bottle, was boosted from 1 to 4 cents; à la carte dessert from 7 to 10 cents, and teachers' lunches from 30 to 35 cents.

The federal government is now paying subsidies of 6 cents for each elementary school lunch and 9 cents for a high school lunch; a state subsidy pays 2 cents for the former and 2½ cents for the latter.

Pupils at Lane Technical High School recently called for a lunchroom boycott, tipped over trays of pupils who patronized the school cafeteria and posted signs saying: "Strike! Bring Your Own Lunches." A number of other schools also joined the strike.

In spite of these demonstrations and aldermanic protests against the increased prices for school lunches, which will cost pupils \$500,000 more than heretofore, the city council approved the school board's tax levy request. The board's legal counsel stated that the increase in prices was caused by added labor costs. It was pointed out by a councilman that the parochial schools of the city had not found it necessary to increase their prices, although their labor costs are comparable to those of the public schools and they do not have the same advantages of mass purchasing.

Teacher Shortage to Continue

Five to ten years will pass before the supply of teachers will equal the demand is the prediction of Lewis W. Williams, secretary of the University of Illinois committee on the appointment of teachers.

The reasons for the shortage are: (1) less than two thirds of those who left the classroom for war work will return;

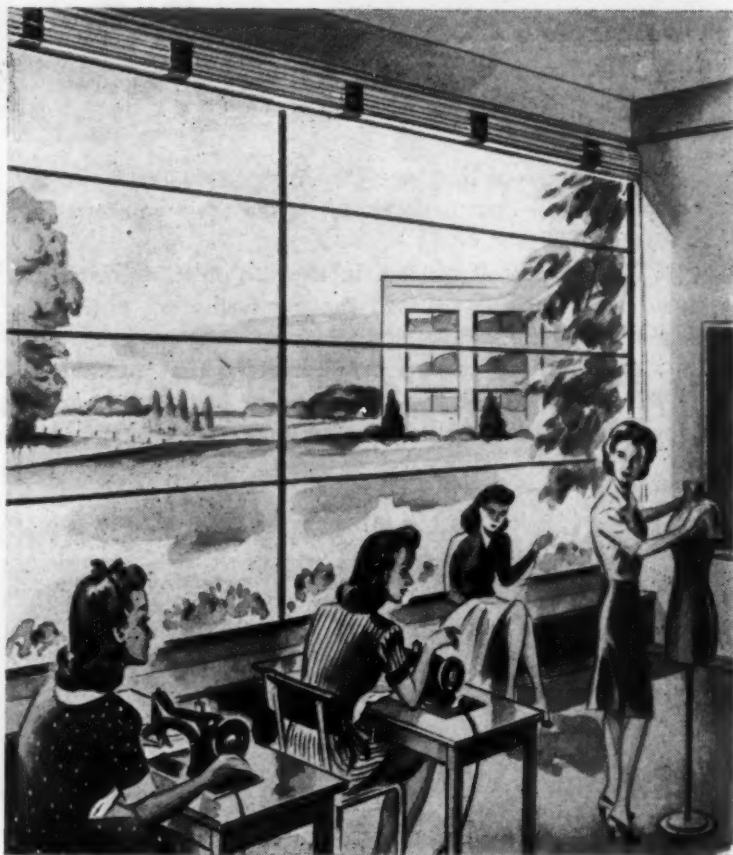
FOR A MORE EFFICIENT SCHOOL BUILDING...

Count on Modern Glass

Modern glass gives dependable service in a variety of uses throughout the school building. Glass is not harmed by time or weather. It cleans easily, and doesn't need refinishing. Select glass in clear, translucent, or opaque forms, as your needs determine. Talk with your architect about the many ways glass can increase efficiency of your school building. Libbey • Owens • Ford Glass Company, 2326 Nicholas Bldg., Toledo 3, Ohio.

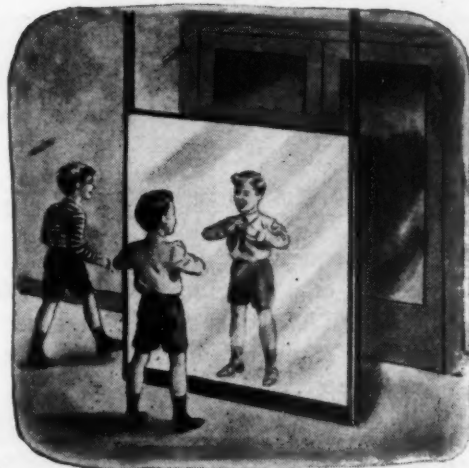
Daylight Engineering

In the sewing room, where young eyes must concentrate on close work for long periods, ample light is essential. A window wall like this fills the room with natural daylight. When planning window walls, you can assure extra comfort and heat savings by specifying that they be glazed with *Thermopane**, the multiple-pane insulating unit.

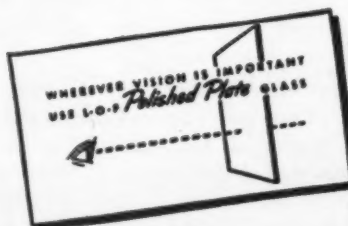


← **TRANSOM AREAS.** These glass panels, placed high to permit full use of wall space on either side, transmit borrowed light into the hall. Made of decorative glass, their clean, horizontal lines give architectural beauty to the corridor.

→ **"CHECK-UP" MIRROR.** The back of a washroom exit screen is an excellent place for a full-length mirror. It will encourage habits of tidiness and good grooming. Pupils can check their appearance before leaving.



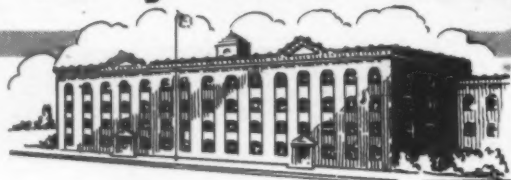
*Reg. U. S. Pat. Off.



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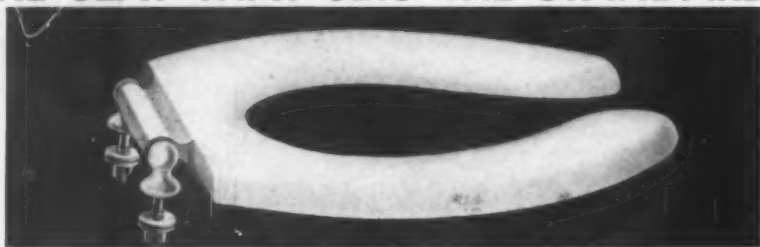


Yes, schools of that age can be and *are being* rapidly brought up-to-date — particularly as far as their sanitary facilities are concerned.

The years roll by fast in the life of school buildings. Seats in many schools are still the old fashioned, antiquated oak or mahogany finish installed years ago. Unsanitary.

Alert school executives appreciate that modern **CHURCH WHITE MOL-TEX SEATS** can be installed on existing equipment, and bring highest sanitary standards to their schools.

THE SEAT THAT SETS THE STANDARDS



CHURCH WHITE MOL-TEX SEATS established modern sanitary standards for public use. Leading hospitals and schools use them because they are permanently white, germ-proof, impervious to moisture, easy to clean and keep clean. They hold those qualities through years of the roughest treatment because they are made of thick, tough plastic molded over a seasoned hardwood core. Styles and sizes to fit all toilet bowls.

SEE FOR YOURSELF

Upon request, we will send you a cross-section of a genuine **CHURCH MOL-TEX SEAT** so that you may see for yourself, the construction that makes this seat the most highly-regarded of all.



CHURCH *Mol-tex Seats*

"THE BEST SEAT IN THE HOUSE"

C. F. CHURCH MFG. CO., HOLYOKE, MASS.

Division of AMERICAN RADIATOR & Standard Sanitary CORPORATION

(2) the number of teachers in training for the last three years has been far below prewar levels; (3) four to five years are required for teacher training. Even under accelerated college programs, at least three and a half years would be required.

Boards of education must look to returned veterans and released war workers to supply future vacancies, and the returning veterans may be offset by the resignation of married women whose husbands are released from service and of others who wish to marry.

Last year the university teacher committee received 4119 requests for teachers, including 1944 from outside Illinois. This was an increase of 15 per cent over the previous year; 654 candidates were placed. The average salary of beginners was \$1868, which was about 12 per cent higher than in 1943-44. Total salaries of those placed showed an increase of 4 per cent over a year ago.

MEETINGS

A.A.S.A. Plans Take Shape

The theme chosen by President Charles H. Lake for the general sessions of the regional conferences of the A.A.S.A. is "The Unfinished Task." Conferences will be held in Kansas City, February 20-22; Atlanta, February 25-27; New York City, March 4-7; Chicago, March 12-14. Adjustments to the new needs brought about by the war and its consequences are reflected in topics assigned to speakers at the sectional meetings.

Among them are the delay of federal officials in carrying out the provisions of the Surplus Property Act as affecting schools; permanent programs of adult education; extension of health and physical education programs; school building plans, especially the adaptation of school plants and equipment to changes in educational programs dictated by the war; the rôle of the schools in connection with U.N.E.S.C.O. activities.

A number of general sessions speakers will be presented at all of the conferences. Sectional meetings are being organized under the leadership of local administrators in the various cities. Exhibits of school supplies will be held in Chicago at the Stevens Hotel and in New York at the Hotel Pennsylvania. The annual dinner of the Associated Exhibitors will be held at the Stevens March 13.

Rotary President at Chicago

Rotarians who will attend the Chicago meeting of the A.A.S.A. in March will have the opportunity of hearing Rotary President Tom Warren at the Schoolmasters Rotary Club luncheon to be held

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When average of 1 gal. saved per flush	584,000 gallons	2,920,000 gallons	5,840,000 gallons

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March 12. Mr. Warren was director of education for Wolverhampton, England, for twenty-five years until his retirement in 1945. He was a member of the British Government Committee on Private Schools and was for twenty years a member of the executive board of the Association of Education Committees of Great Britain.

The Schoolmasters Rotary Club is headed by Supt. Herold C. Hunt of Kansas City. Its secretary-treasurer is Raymond Burdick, superintendent at Huntington, N. Y. Membership is made up of administrators who belong to Rotary.

American Education Fellowship

The American Education Fellowship (formerly the Progressive Education Association) is holding its midwest conference at the Sherman Hotel, Chicago, February 22 and 23. The theme is "Major Challenges to Our Democracy in International Affairs, in National Affairs, in Community Living and in Education."

Because of crowded hotels, only a limited attendance can be arranged for at the conference and the association is accepting reservations in the order in which they are received. Persons wishing reservations or further information

should write Lester B. Ball, conference chairman, 495 Lincoln Avenue, Highland Park, Ill.

Supervision-Curriculum Meeting

The department of supervision and curriculum development of the N.E.A. will hold its annual spring meeting at the Statler Hotel in St. Louis March 21-23. Besides the general sessions, group discussions, working committee meetings and informal get-togethers are planned. All educators interested in instructional improvement are invited to attend this meeting.

In-Service Conference

The University of Washington in collaboration with the state department of public instruction, the Central Washington College of Education and the Cowlitz public schools is sponsoring an in-service curriculum and audio-visual conference in Cowlitz County, Washington, from January 31 to February 2.

The conference is an integral part of the in-service program developed by staff members of the University of Washington and Central Washington College of Education. Its purpose is to initiate curriculum improvement in Cowlitz County and to help teachers see the relationship of audio-visual materials to all aspects of the curriculum.

There will be general conferences and group meetings in the fields of language arts, physical education and health, mathematics and science, home economics, commercial work and social studies. Exhibits of museum materials, curriculum materials for all levels and audio-visual materials and equipment will be developed for the conference.

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of
evolution—*



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BUILDINGS

Building Program at Indianapolis

The board of commissioners of the Indianapolis public schools has given preliminary approval to a long-range school and library building program, involving all seven high schools, a third of the 82 elementary schools and the 22 branches of the public library. Nearly 30 of the elementary buildings are more than 40 years old and their replacement with modern structures is imperative.

Approved for immediate action were the construction of a 12 room addition to the city's largest Negro junior high and elementary school and the purchase of sites for two other elementary schools together with preparation of building plans and construction of a new north side branch library.

Construction of the new Emmerich Manual Training High School on a new location will begin as soon as conditions warrant. Plans include a library, art gal-

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A Sincere Welcome to both N.E.A. Meetings

TO all members of N. E. A., we extend a sincere welcome—and we share with you the anticipation that the meetings at both Chicago and New York will be the most fruitful in many years. For, at the threshold of the postwar era, the challenge of America's needs presents a greater stimulus than ever before.

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lery, auditorium, gymnasium, cafeteria and health clinics suitable for both school and community use.

Plans for expansion of Broad Ripple and Thomas Carr Howe high schools on the north and east edges of the city, respectively, were approved. Plans for the former call for 15 classrooms and replacement of the old portion of the building with a new structure to house an auditorium, girls' gym, library, shops, R.O.T.C. arsenal and administrative offices. Plans for the Howe school call for a new wing to house many of these same facilities.

Envisioned also are replacement of three Civil War era buildings on the

Arsenal Technical School campus and a new girls' gym and auditorium. This school, which occupies a 76 acre tract used by the government during the Civil War as an arsenal, is one of the largest high schools in the country.

Buildings at Austin, Minn.

Austin, Minn., has a \$1,000,000 building program under way which includes additions to elementary schools and one new elementary school. In 1940, a \$1,500,000 four year building program was completed with the aid of federal grants totaling in excess of \$500,000. A junior college was established in that year also. Since 1921, the enrollment in

Austin schools has increased 130 per cent and the teaching staff has more than doubled.

FINANCE

Pay Boost in Chicago

The budget committee of the Chicago board of education has approved raises for teachers and other employes to be in effect this year. Wage increases call for \$2,335,000 for teachers, which breaks down into \$225 a year for 7628 elementary school teachers and \$150 a year for more than 4000 high school teachers. The increases for other employes total \$1,200,000.

The committee has also approved a fund of \$500,000 for increased facilities for veterans and additional students in colleges and high, vocational and grade schools. This appropriation provides for 142 additional teachers.

Teachers Win Back Pay Suit

The City of Detroit has been ordered to pay 825 teachers a total of \$59,008 interest on salaries withheld in May and June 1932. Circuit Judge J. E. Chenot ruled that the teachers were entitled to the interest in addition to the remaining installment of their salary which is being withheld.

The case was instituted by the Detroit Federation of Teachers (A. F. of L.). The issue involved was the legality of the requirement by the school board and city that teachers and city employes waive one month's salary in 1932. The city had maintained that although it had made partial payment and in some cases full payment on the salary that had not been paid at that time, it was not legally bound to do so. The case may be appealed to the state supreme court.

VISUAL EDUCATION

Film and Book Companies Cooperate

A plan for developing new methods of integrating textbooks and audio-visual teaching materials for a more unified and effective interpretation of the curriculum has been developed by Encyclopaedia Britannica Films Inc. and Ginn and Company, publisher of textbooks. The two companies will do cooperative editorial research directed toward making classroom films and textbooks more perfectly complement each other.

Encyclopaedia Britannica Films has a similar working agreement with D. C. Heath and Company. The corporate relationship of the companies involved is in no way altered by the cooperative agreement.



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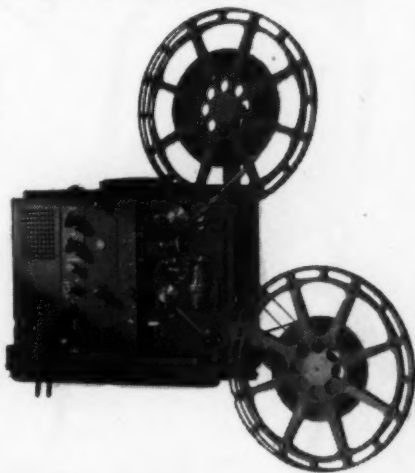
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MISCELLANEOUS

Baptist Church Builds Day School

The Lakeview Baptist Church at San Antonio, Tex., has begun construction of what is believed to be the first denominational day school to be established by a church in the Southern Baptist Convention. It is a four room stone building adjoining the church and classes will begin next fall for grades 1 through 6, perhaps through 8. The same courses will be offered as are prescribed for public schools, plus instruction in Bible and Baptist doctrine.

Suburban School Survey

The Shorewood public schools, Milwaukee, have published in mimeographed form the findings of a survey of eight Milwaukee suburban school systems, having a combined enrollment of 23,435 pupils and 942 teachers.

The report consists of eight tables as follows:

Table 1. Average salaries paid elementary teachers, grades kg.-6 or kg.-8, for men, women and men and women.

Table 2. Average salaries paid high school teachers, grades 7-12 or 9-12, for men, women and men and women.

Table 3. Average salaries paid all

teachers, kg.-12, for men, women and men and women.

Table 4. Percentage of men teachers employed.

Table 5. Cost-of-living bonus.

Table 6. Per cent increase in average salaries paid teachers for the two year period 1943-45.

Table 7. Teacher-pupil ratio, for elementary schools, for high schools and for the entire school system.

Table 8. Per capita cost of high school and grades for the school year 1944-45, modified and not modified.

School Has Smoking Room

A Philadelphia public school has set aside space for a smoking room. It is not for the use of teen-age pupils, however, but for returned veterans who are mostly between the ages of 24 and 26 and are attending the Public School Veterans' Training Center, the Dobbins Vocational School.

Teen-Age Reading Stimulated

Pocket Books Inc. recently tested out a project in six different cities whereby these communities were furnished with materials for a citywide Teen-Age Book Fair. Teen-agers in these cities obtained copies of "Read Today, Star Tomorrow," an inspirational booklet edited for the project by the *Saturday Review of Literature*; high school assembly programs emphasized the fact that books can be pleasurable and profitable. The film "It's All Yours," which dramatizes the values and pleasures of reading, was shown. Books were purchased by local sponsors to display with exhibit backgrounds.

As a result of these programs, two public libraries established teen-age rooms, three teen-age reading clubs were formed, teen-age book discussions have become a regular feature on two radio stations and all cities reported an increased interest in nonrequired reading among young people. Pocket Books Inc. is now putting on duplicate shows which are scheduled by areas.

G.I. Educational Situation

There is much confusion in the G.I. situation as it pertains to colleges and universities. Veterans are jamming the larger colleges until there is no longer room for them. The December 1945 enrollment in 1200 schools was about 935,000 of which 100,000 were former servicemen. Of these 41 per cent are enrolled in 39 of the larger institutions.

With some schools refusing to take transfers and others denying admission to out-of-state residents, Senator Wayne Morse, former dean of the Oregon University Law School, charges that the rights guaranteed veterans under the G.I. Bill are being denied them by an apa-



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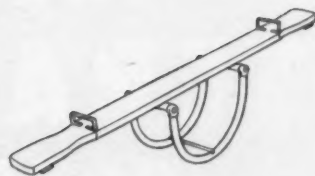
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thetic government and an indifferent educational system. He denounces "slack-er" colleges which close their doors to veterans.

Housing shortages for students, both married and single, and a shortage of competent instructors are complicating the picture, as is also the veterans' demand for men teachers in preference to women.

Furthermore, many of those who enrolled last fall have had to drop out because they find their government allotment insufficient for their needs or because their first subsistence checks were so slow in arriving that they had to stop school to earn their living. However, steps are now being taken to remedy this situation, as reported on page 84.

School Lunches and Sanitation

The joint committee on health problems in education of the N.E.A. and the American Medical Association at a recent meeting in Chicago adopted a statement concerning the sanitary requirements for school lunches which will help avoid sickness resulting from contaminated food. These have to do with such matters as the cleanliness and health of cafeteria and kitchen personnel, food handling and storage, cooked and left-over foods, dishwashing and kitchen and lunchroom sanitation.

Coming Meetings

- American Association of School Administrators, Kansas City, Feb. 20-22; Atlanta, Feb. 25-27; New York City, March 4-7; Chicago, March 12-14.
- American Council on Education, Stevens Hotel, Chicago, May 3, 4.
- American Education Fellowship, Sherman Hotel, Chicago, Feb. 22, 23.
- American Federation of Teachers, St. Paul, Minn., third week in August.
- Association of School Business Officials, Pittsburgh, April 14-18.
- Idaho Education Association State Delegate Assembly, Boise, April.
- Institute for Education by Radio, Deshler-Wallick Hotel, Columbus, Ohio, May 3-6.
- Iowa State Teachers Association, Shrine Auditorium, Des Moines, Jan. 31-Feb. 2.
- Kentucky Education Association, Hotel Brown, Louisville, April 17-19.
- Michigan Education Association Representative Assembly, Hotel Olds, Lansing, April 5, 6.
- Music Educators National Conference, Cleveland, March 28-April 3.
- National Council of Chief State School Officers, Buffalo, N. Y., Feb. 2-5.
- North Carolina Education Association, Asheville, March 28-30.
- Oklahoma Education Association, Municipal Auditorium, Oklahoma City, Feb. 14, 15.
- Oregon State Teachers Association, Portland, March 28-30.
- Tennessee Education Association, Hotel Andrew Jackson, Nashville, April 18-20.
- Tennessee Negro Education Association, A. and I. State College, Nashville, April 18-20.



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Name Title School or System

Address City State

Total No. of Schools Elementary High School

Grades Total Enrollment Elem. High School Boys Girls

WASHINGTON NEWS

By EVA ADAMS CROSS, Special Correspondent

Federal Aid for Surveys

A bill introduced in the Senate December 20 would provide aid to the states for surveys of the need of public educational plant facilities, for the preparation of drawings and specifications for such facilities and for their construction or acquisition. The bill is cited as "The Educational Facilities Act of 1945" and would be administered by

the U. S. Office of Education. It has been referred to the education and labor committee of the Senate.

For the full amount \$1,545,000,000 would be authorized. The sum of \$5,000,000 would be earmarked for the survey of the need of educational plants; \$40,000,000, for the preparation of drawings and specifications, and \$1,500,000, for the acquisition, construction or improvement by the states of facilities.

Would Ease Income Tax

A bill to exempt certain annuity payments received by public school teachers from the federal income tax was introduced in the House December 20. The proposed legislation would amend the Internal Revenue Code to exclude from the gross income certain annuity payments made for service as a teacher in any public school or in any state university, college or normal school.

\$7,500,000 More for Lunches

Public Law 269, approved by President Truman December 28, authorizes the appropriation of \$7,500,000 for the school lunch program in addition to the \$50,000,000 authorized last May, to last until June 30.

Heavy Enrollment of Veterans

With more than 100,000 World War II veterans enrolled in colleges and universities or taking on-the-job training on December 1, it is predicted that many schools will be swamped with applications by the time the fall term opens this year. Disabled veterans receiving educational benefits under Public Law 16 have likewise increased tremendously in number. On December 1, there were more than 24,000 of them in schools and more than 11,000 taking on-the-job training.

Job-counseling and prevocational training will be brought to the bedside of veterans in the 97 hospitals of the Veterans Administration, according to H. V. Stirling, Assistant Administrator of Vocational Rehabilitation and Education. Service will also be available to veterans undergoing treatment who plan to continue their education in colleges and universities after release from the hospital.

More than 200 regular V.A. advice centers are in operation in colleges and universities, high schools, junior colleges and school districts throughout the country. Eventually, more than 300 centers will be established.

New N.E.A. Appointments

New appointments to the Educational Policies Commission of the N.E.A. are: Paul R. Mort, professor of education, Teachers College, Columbia University, and James M. Spinning, superintendent of schools, Rochester, N. Y.

Sugar Rationing

The sugar rationing program was transferred to the price department of the O.P.A. January 5. The new sugar rationing office, headed by George A. Dice, will be responsible for institutional and other users. All issuances connected with sugar rationing are now being



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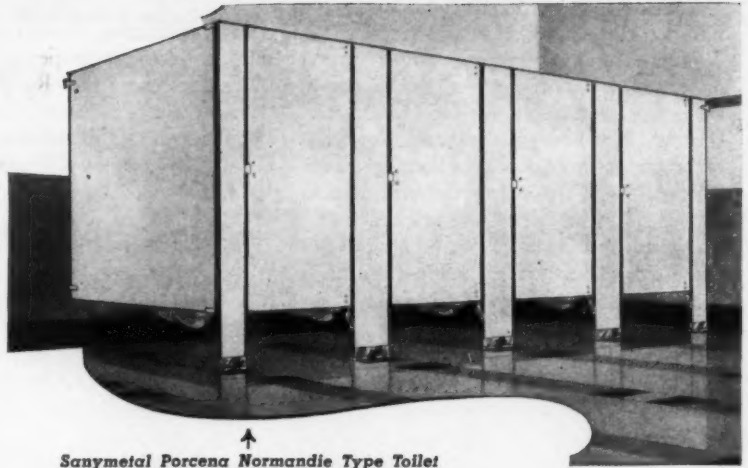
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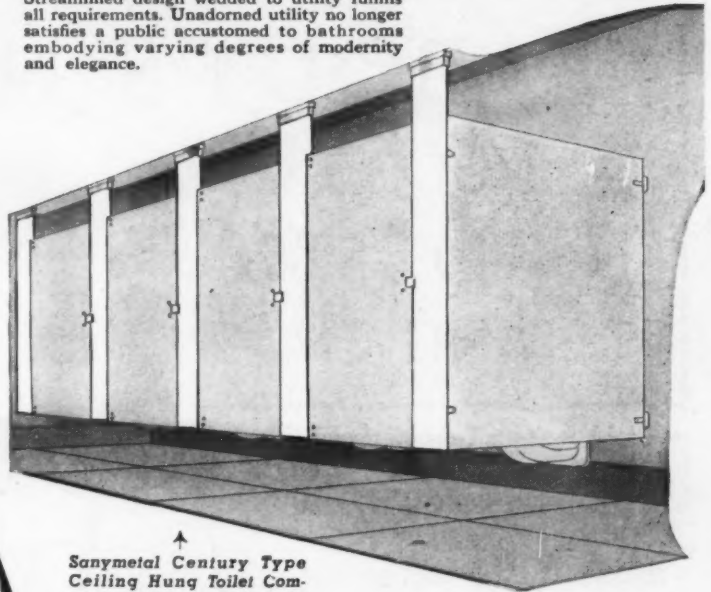
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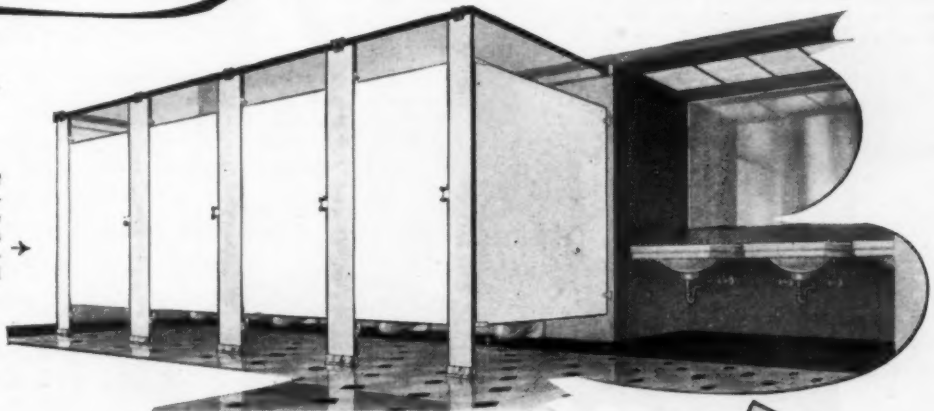


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83 illustrates several typical toilet room environments.



handled by the O.P.A. district offices.

Issuance of a revised sugar ration order, incorporating all amendments to date, was announced by the O.P.A. December 30. Under a separate revision of sugar rationing regulations for institutional users (Revised General Ration Order 5), four new application forms and one information form have been provided. These are:

1. Application for sugar coupons for Group I seasonal users—R-1335.

2. Application for supplementary allotments resulting from increase in business—R-1336.

3. Application for allotment by occasional users—R-1337.

4. Application for allotment by certain employers (such as periodic employers of farm laborers)—R-1338.

5. Notice of sale or transfer of institutional user establishments (required of Groups II, III, IV, V and VI users)—R-1339.

New Military Training Bill

Another compulsory military training bill was introduced in the House December 19. At 18, or upon graduation from high school (with parent's consent, if only 17), in any event before he is 20, every male citizen of the United States and every male alien resident would be subject to one year of military

training. The bill is called the "National Military Training Act of 1945" and its administration would be placed under a military training board.

The year's training would be divided into two periods, the first four months' basic training to begin as near June 1 as possible, the second eight months to begin about October 1.

The trainee has five choices. If qualified, he may attend a college or university where he will be required to enroll in and complete the advanced R.O.T.C. course and an additional training period, preferably during the summer months; he may enlist in the National Guard for three years or an organized unit of the Organized Reserve Corps for three years; if qualified he may pursue advanced technical training or basic scientific training which may be given in the armed forces, in industry or in a college or university; he may continue his advanced training under supervision of the regular establishment of the armed forces, or he may enlist in the regular forces for a normal enlistment period.

Upon completion of his training, each youth would be enrolled as a reservist in the land or naval forces for a period of six years. He would not be subject during that period or afterwards to compulsory military service except in case of emergency which is declared by Congress.

Funds for Veterans' Housing

A joint Senate resolution amending Title V of the Lanham Act makes it possible for the Federal Public Housing Authority to reimburse schools which have borne the expense of moving and reconverting war housing facilities for veterans. Reimbursement both for funds already expended by colleges for this purpose and for further provision of housing is to come out of the \$191,900,000 authorized in the 1946 deficiency bill of December 21. Schools should apply now for reimbursement and/or for additional housing to the F.P.H.A. regional offices.

To Speed Subsistence Pay

Gen. Omar N. Bradley, Veterans Administrator, at a recent press conference, stated that the Veterans Administration is working to cut down the time-lag in receipt of subsistence payments to student veterans. A new simplified procedure for making payments has been announced. General Bradley explained that the V.A. regional offices were not prepared for the flood of business following V-E and V-J days.

The veterans can help the situation by notifying their schools as soon as possible after enrollment and seeing that their records are forwarded. Schools can help

PEABODY'S New No. 33 "No-Tip" STEEL FOLDING CHAIR

- Light weight Tubular Steel Frame
- Comfortable Curved Plywood Seat
- No-mar Rubber Tips on feet
- Exceptionally strong
- Will Not Tip

For complete information on construction features and possible delivery date, see the Peabody Distributor or write direct to The Peabody Co.



AT LEFT—New No. 202 Steel frame movable Tablet Arm Chair
BELOW—New No. 201 Steel frame movable Chair Desk
Posture-Fit floating plywood back rails.
Form fit plywood seats.
Light weight pressed steel frames.



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Monroe Calculating Machines are dominant throughout industry. Our wide experience in school work is at your disposal. Let us discuss with you the best equipment for your courses; how to plan courses; what text books are best suited to your needs.

Call on your Monroe representative or write our Educational Department — be ready to meet the demand for Monroe-trained students.



OFFICE PRACTICE COURSES—30-lesson course adapted to Monroe Educator — 50¢ including Teacher's Manual.

SCHOOL MANUAL OF INSTRUCTION—in 2 parts — elementary and advanced. \$1.50 including answers.

THE MONROE EDUCATOR is a regular Monroe Adding Calculator for schools only . . . now available for future delivery without priority.

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EDUCATIONAL DEPARTMENT
Orange, New Jersey

by reporting promptly when veterans enroll.

Subsistence for Disabled Veterans

New procedures announced January 17 by the Veterans Administration ensures the receipt by disabled student veterans of subsistence checks twenty days after their training starts.

Because of some misunderstanding of increases provided disabled veterans who are being trained under Public Law 16, the Veterans Administration provides the following explanation as of January 14.

A disabled veteran, while pursuing

training under Public Law 16 and for two months after his employability is determined, will receive a subsistence allowance of \$65 a month, if without dependents, or \$90 a month with a dependent or dependents in addition to his disability pension. If the disability pension plus the subsistence allowance of \$65 or \$90 a month is less than \$105 a month, the following minimum monthly rates are payable.

Without dependents.....	\$105
With a dependent.....	115
—Plus the following for additional dependents—	
For one child.....	\$10
Additional for each additional child.....	7
For a dependent parent.....	15

Restrictions on Bristles Lifted

All restrictions governing the manufacture and sale of brushes made from pigs' and hogs' bristles have been removed, according to an announcement of the Civilian Production Administration.

The controls that were lifted included limitations on the kinds of painters' brushes which could be manufactured and on the bristle content of certain window washing and paste brushes. The revised order is intended to ensure a fair and orderly distribution of the bristles in the R.F.C.'s stockpile and to conserve those sizes of bristles still in short supply.

It is estimated that on the basis of the present supply, there will be sufficient bristles to satisfy the domestic economy for the first six months of 1946. By the end of that period, new supplies will probably be available from the formerly occupied areas in China.

Order M-51 covering distribution of pigs' and hogs' bristles has been revoked. This removes the last remaining restrictions on the importation of bristles and eliminates the former procedure of having to obtain authority from the C.P.A. for their purchase from the R.F.C. stockpile.

Lumber Production at Low Level

Lumber production remains at low level, according to a C.P.A. announcement. It was almost 15 per cent lower for the whole country for the first ten months of 1945 than for the same period of 1944. The October 1945 output was more than 25 per cent less than the October 1944 output. There was a decrease in board feet of lumber for the East of almost 7 per cent over the 1944 figures; of almost 50 per cent for the West.

For Exchange of Students

Representative Bloom's bill H.R. 4982, committed to the Committee of the Whole House December 17, would, among other things, enable the Department of State to effect the "interchanges of students, professors and outstanding persons in the fields of press, radio, motion pictures, education, science, the arts, agriculture, public health and other leaders of national affairs."

The Secretary of State would be authorized under the bill to make grants of money, services or property to governmental institutions, public or private nonprofit organizations and individuals, both in this country and in other countries, to bring about such interchanges. Among such benefits are: orientation lectures and services for students, professors and persons upon their arrival in the United States; preparation, distribution and interchange of educational mate-



NOW days the general health of the students is of vital importance to most school officials. They are concerned with the individual attendance record of each pupil.

The school washroom can be a focal point for the spreading of disease. Students should be encouraged to wash their hands as much as possible — and a sanitary, efficient towel service should be provided. Mosinee towels made from pure sulphate material are providing such a service in thousands of school washrooms every school day.



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FOR PROMPT DELIVERY

In new construction or in modernizing, no shower is at its best unless it has a Speakman Anystream Shower Head. Here's a shower that's built for years of unmatched service. With a turn of the adjustment handle the user may adjust the spray at will.

There are no annoying "hollow spots" in the Anystream spray. Nor will an Anystream become a "squitter" producing a scattered spray pattern—the self-cleaning feature keeps it from clogging.

Use Anystream Self-Cleaning Shower Heads to keep new installations up-to-date . . . and to rejuvenate old shower baths. For homes, hotels, apartments, schools, hospitals and institutions.

*Speakman Showers and Fixtures are distributed nationally
through plumbing wholesale supply dealers
and plumbing contractors.*

A condensed catalog of Speakman Showers and Fixtures is listed in Sweet's Architectural File.

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"The best in brass since 1869"

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3 SHOWERS IN 1



1 REGULAR SPRAY

Relaxing, soft, satisfying.



2 NEEDLE SPRAY

Just turn the adjusting handle a quarter-turn and you have a tingling, invigorating needle spray.



3 FLOOD SPRAY

Another quarter-turn and you get a no-splash rinse.



NEVER THIS—No squirt, no dribble with an Anystream Head. The self-cleaning feature keeps the spray full-flowing and free of "hollows" and "dry spots."

rials; development and demonstration of better methods for teaching the English language abroad, and assistance to American-founded, American-affiliated and American-sponsored schools, libraries and community centers abroad.

Electric Appliances

Household vacuum cleaners and attachments will return to retail stores at March 1942 prices, according to O.P.A. announcement. The dozens of small electric appliances that have been off the market since 1942 will sell at approximately prewar prices, among them table broilers, vibrators, vaporizers, toasters, space heaters, coffee makers, flatirons, hot plates, waffle irons, mixers.

PUBLICATIONS

Annual Report of the Superintendent of Schools, Joplin, Mo. Includes a description of the school organization; teacher data and salary schedule, information on pupil enrollment, transportation and nonresident tuition; reports of principals, dean of the junior college, director of vocational school, supervisors, health nurse, attendance offices and special classes; reports on activities, financial and supplementary reports.

Using Standards and Labels. A 128 page high school unit giving facts about informative labels on consumer goods and an analysis of the debate concerning descriptive and grade labeling. Projects are suggested which give pupils experience in using labels. Washington 6, D. C.: Consumer Education Study, National Association of Secondary-School Principals, 1201 Sixteenth

Street, N. W. 25 cents. Discounts up to one third in quantity.

Much to Do About Safety. A manual for teachers furnishing guidance in the democratic solving of group accident problems through all-school pupil safety organizations, presenting ways of teaching safety rather than what to teach. Chicago 6: School and College Division, National Safety Council, 20 North Wacker Drive. 50 cents.

Student Safety Activities. A student safety organization handbook for secondary schools describing how to start an organization and the function and operation of committees and various safety activities. Chicago 6: School and College Division, National Safety Council, 20 North Wacker Drive.

Safer Home Living. A handbook for home economics teachers, suggesting ways to integrate home safety into a home economics course. The activities and information are organized in terms of units common to most secondary school home economics courses. Chicago 6: School and College Division, National Safety Council, 20 North Wacker Drive. 50 cents.

Public Opinion. A discussion of why individuals think and act in certain ways and of the rôles played by the forces that influence behavior and shape public opinion. New York 19, N. Y.: Department of Supervision and Curriculum Development, National Education Association, 2 West Forty-Fifth Street.

Flame of China. By Jo Duvall. Music by Dhel L. Funkhouser. A historical narrative of China during four thousand years in the form of a drama, designed for reading purposes or actual production, to acquaint young people with China and its history. New York 19, N. Y.: United China Relief, 1790 Broadway. 25 cents. Special rates for quantities.

Youth Centers. An appraisal of the youth center movement with a look ahead to its future, useful to communities and citizens alive to the contribution these centers can make to a recreation program. Prepared by the recreation division of the Office of Community War Services, Federal Security Agency, Washington, D. C.

Dental Hygienists. By Marguerite Wykoff Zapolon and Elsie Katcher. Bulletin 203 No. 10 in the series "The Outlook for Women in Occupations in the Medical Services." A discussion of the outlook for women as dental hygienists. Washington 25, D. C.: Superintendent of Documents, U. S. Government Printing Office.

Pupil Health, Public Welfare and Adjustment, Education of the Atypical Child, War-Time Child Care Centers. A section of the annual report of the superintendent of instruction in St. Louis, Philip J. Hickey. St. Louis, Mo.: Board of Education.

Doorways to Religion in Family Living. Prepared by the committee of consultants on religion in the home of The Woman's Foundation. A discussion addressed particularly to mothers of young children on today's need of religion and how it can be practiced in the home. New York 16, N. Y.: The Woman's Foundation, Inc., 10 East 40th Street.

Learning to Read in the Madison Public Schools. The biennial report of Supt. Philip H. Falk, the first section containing a pictured story of how Madison children learn to read, the second summarizing significant activities and statistical data for the biennium 1943-45. Madison, Wis.: Board of Education.

Forty-Five Months to Victory. The annual report of Supt. Will C. Crawford, giving statistics of enrollment and finances and reviewing briefly the forty-five months of war activities successfully concluded in the San Diego schools, including the erection of emergency facilities, enlargement of personnel and special training to meet war-time needs. San Diego, Calif.: 825 Union Street.

Time on Your Hands. Unit No. 3 of the Consumer Education Series. A 122 page unit for high school pupils. A discussion of how to build recreational interests and skills emphasizing quiet and solitary pursuits as well as those which have a broad social implication. Washington 6, D. C.: National Association of Secondary-School Principals, 1201 Sixteenth Street, N. W. 25 cents; discounts on quantities.

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• Even though you may have to wait a little longer, you'll be glad you ordered a Wayne Rolling or Folding Gymstand. Their specification saves many square feet of usable floor space by folding out of the way when not in use. They provide comfort and maximum visibility through scientifically correct design. They insure safety and simplicity of movement because of ingenious, exclusive construction features.

You can get more income from your athletic events by installing a Wayne Gymstand. Remember, Wayne's more than 25 years of specialized experience in designing, building and erecting every type of steel grandstand may save you time, money and "headaches." Wayne representatives in 42 cities are ready to consult with you.



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2. Rigid Frame
3. Trouble-Free Hinges
4. Positive Latch



Recessed flush with the corridor walls, these Lyon Steel Lockers with flush type handles enhance the appearance of the hall ... eliminate the accident hazards of protruding handles.

This entirely new and complete line of Lyon Steel Lockers marks important advances in locker design, locker construction and locker appearance. Retaining all the features responsible for Lyon's leadership in the locker industry for 45 years, these post-war lockers embody many new, Lyon features.

Recessed flush type handles give unmatched modern appearance...

eliminate protruding parts that snag clothing. Bulb angle frame adds strength and beauty...permits streamlined hinge treatment.

Hinges are projection welded to frame, with butt or hinge recessed in door frame.

Interchangeable tops, bottoms and side sheets simplify installation. Ask your dealer for particulars on type best suited to your clothing storage needs.

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NAMES IN NEWS

Superintendents

James M. Spinning has been reelected superintendent of the Rochester public schools, Rochester, N. Y., for a six year term. Mr. Spinning is a member of the editorial board of *The Nation's Schools*.

P. C. Emmons has resigned as superintendent of schools at Mishawaka, Ind., effective July 31. Superintendent since 1921, he previously served as high school principal at Huntington, Ind., and before that as superintendent at Kendallville, Ind.

S. T. Neveln has been reelected superintendent of schools at Austin, Minn., for three years.

John M. Zwach has been elected superintendent of public schools at Milroy, Minn., succeeding **E. M. Besch** who resigned recently to enter the banking business.

L. W. Feik, superintendent of schools at Sioux City, Iowa, is leaving the profession at the end of the current school year after a teaching period of thirty-five years.

Mrs. Elizabeth Steed, head of the school for exceptional children, a branch of the State Normal College at Dillon,

Mont., has been appointed superintendent of the state vocational school for girls at Helena, Mont. She succeeds **Mrs. Harriet Adams** who resigned.

Principals

Oscar L. Alm, dean of Custer County Junior College, Miles City, Mont., has been elected principal of the Custer County High School succeeding **G. H. Gloege**.

R. W. Janetske, assistant superintendent of schools and assistant director of education in St. Louis, has been elected headmaster of Wayland High School, Wayland, Mass. He succeeds **Herbert A. Clark** who resigned to accept a position with the Harvard School of Education.

John B. Geissinger, supervising principal of schools, North Wales, Pa., has been named supervising principal at Palmyra, N. J., succeeding **Paul R. Jones** who has accepted a similar post at Moorestown, N. J.

Lt. (j.g.) C. W. Martin has been named principal of the high school at Excelsior Springs, Mo., succeeding **Jesse H. Stinson** who resigned to become principal of William Chrisman High School, Independence, Mo.

Philip L. Garland has resigned the principalship of Attleboro High School, Attleboro, Mass., to go to the Carteret

School, West Orange, N. J. During his absence for duty in the U. S. Army, **Freeman Hall** served as acting principal but at his request will return to his former position as submaster in June.

Carroll W. Peavey, Everett, Mass., has been selected principal of Stonington High School, Stonington, R. I., to succeed **Anthony A. Pupillo** who has become principal at Plainville, Conn.

T. A. Carmichael, formerly principal and then superintendent of the Monticello High School, Monticello, Ga., is resuming the principalship. He succeeds **Doy O. Gay** who resigned to enter business.

Paul Badger of Pittsfield, N. H., an A.A.F. captain in World War II, has been named principal of the high school at Andover, Me. He succeeds **Freeman Burr**, former state geologist, who resigned.

Agnes Wolcott, principal of John Dewey Continuation School, Long Beach, Calif., will retire in June, ending thirty-eight years' service in the Long Beach schools. Miss Wolcott was a pioneer in the field of continuation education for employed youth and has been with the John Dewey School since its establishment in 1920.

O. M. Blount, who has been in government work for the last year, has been named principal of Central Junior High

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School

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City and State

School, Batesville, Ark. He succeeds **N. H. McDaniel**, now registrar and physical education director at Arkansas College, Batesville.

Lt. Everett A. McDonald has been made principal of East Hampton High School, East Hampton, Mass.

B. L. Drinkard, formerly high school principal at Bells, Tenn., has become principal of the high school at Ripley, Tenn., succeeding **John W. Richardson**.

Raymond Olson has assumed his duties as superintendent of Kellogg High School, Kellogg, Minn., succeeding **Lee Bradford** who resigned. Mr. Olson was discharged recently from the Army, having served with a psychological research unit at San Antonio, Tex., and in convalescent rehabilitation work in California.

Lt. George Silverwood has returned to his post as principal of Howe School, Green Bay, Wis., after nearly three years' active duty with the Navy.

William J. Hendron is supervising principal of Greenwich Central School System, Greenwich, N. Y. He succeeds **J. Harold Ripton** who resigned to become director of admissions at Union College, Schenectady, N. Y.

Maynard Tweet has resumed his duties as principal of the high school at Milaca, Minn., after spending the last two years

in Washington, D. C., as assistant administrator of the school lunch program in the Department of Agriculture.

Mary Talbot has been elected principal of Franklin School, Everett, Mass., replacing **Gertrude Murdock**, resigned.

Herbert E. Vaughan, former principal of Eugene Rankin School, Asheville, N. C., is now principal of Lee H. Edwards High School, Asheville, succeeding **Leon N. Connor** who resigned. Mr. Vaughan was discharged recently from the Army in which he had served since February 1942, rising from second lieutenant to captain. In Africa, he was assistant commandant of the Army school set up to train French army personnel in the use of American weapons.

Miscellaneous

John E. Nichols, supervisor of school buildings and plans of the Connecticut state department of education, has resigned to enter architectural practice in association with Ernest Sibley. The new firm of Sibley and Nichols will devote itself exclusively to school architecture.

Thomas E. Benner, former dean of the University of Illinois college of education, and more recently professor of education at Illinois, has been named specialist on textbooks and instructions for the allied control council in Vienna,

Austria. He has been granted a year's leave of absence to accept the assignment.

Dr. George R. Clammer, medical director of the Reading School District, Reading, Pa., since 1941, has resigned. His successor is **Dr. Harvey D. Leinbach Jr.**

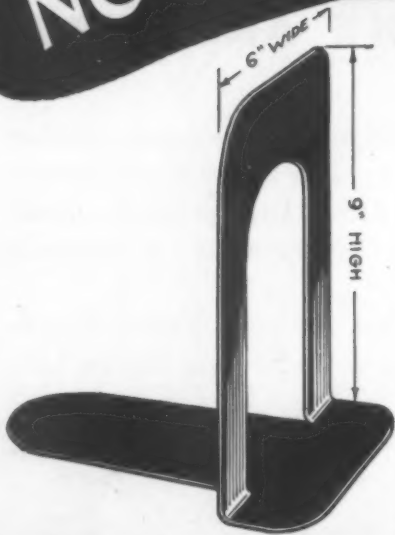
Mrs. Walter F. Heineman has been presented the school board member distinguished service award of the Illinois Education Association for her outstanding work as a member of the Chicago board of education. The I.E.A. makes the award each year in cooperation with the National School Service Institute and the National Association of Secretaries of State Teacher Associations.

Dr. Carmon Ross has been named executive director of the Public Education and Child Labor Association in Pennsylvania to succeed **Dr. Leslie W. Kindred** who has returned to his position as professor of education at Temple University, Philadelphia. Doctor Ross was president of the State Teachers College at Edinboro, Pa., from 1934 to 1940 and superintendent of schools at Lansdowne, Pa., from 1941 to Dec. 31, 1945.

Roy E. Simpson, South Pasadena, Calif., has been appointed by Governor Warren to the position of superintendent of public instruction for California to fill out the unexpired term of the late **Walter F. Dexter**. Mr. Simpson was

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OVERSIZE BOOK SUPPORTS...



For the first time since 1942 we now have a limited supply of these Oversize Book Supports, No. 169.

They are 6 inches wide and 9 inches high, made of heavy sheet steel lacquered in olive green or black. They are designed to keep large books upright on the shelves or to make book displays.

Prices 3 to 5	\$.55 each express paid
6 to 1250 each express paid
13 to 3547 each express paid
36 and over44 each express paid

Black will be sent unless otherwise ordered.

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Every day American business becomes more mechanized. Complex systems require new, up-to-date machines to handle increased office traffic.

Your students must be trained to operate these office machines with skill. In order to achieve a maximum of efficiency, they should be instructed on the machines most used in today's industry.

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of efficiency in saving time and money make them mainstays in offices everywhere, regardless of the size or nature of the business.

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formerly district superintendent of South Pasadena elementary school district and of the South Pasadena-San Marino union high school district.

Colleges

Wendell W. Wright, dean of the junior division and director of veterans' affairs, has been appointed dean of the school of education, Indiana University.

Dr. Francis Foster Bradshaw, dean of students at the University of North Carolina, Chapel Hill, since 1920, has left the university to enter private work in industrial psychology in New York City. Doctor Bradshaw was also professor of philosophy and, since 1940, dean of the College for War Training.

James A. McCain has been inaugurated as president of Montana State University, Missoula.

Dr. S. E. Torsten Lund, formerly associate professor of education at the University of Tennessee, Knoxville, has been named professor of education at the University of Oklahoma, Norman. **Dr. Garold Holstine Jr.** will join the Oklahoma staff in June as associate professor of education. Doctor Holstine, who was formerly director of teacher education and curriculum at Minot State Teachers College, Minot, N. D., is at present a lieutenant (j.g.) in the U. S. Naval Reserve.

Deaths

Dr. Grayson N. Kefauver, who was recently named to represent the United States on the preparatory commission of U.N.E.S.C.O., died recently at Los Angeles. Formerly dean of the school of education at Stanford University, he was 45 at the time of his death.

Doctor Kefauver joined the Department of State in 1943 as a consultant. He served as assistant chief of the division of cultural cooperation and as U. S. representative to a conference of allied ministers of education in London.

Verna Althuis, principal of Froebel School, Holland, Mich., died suddenly. Miss Althuis, who was 49, had taught the sixth grade at Froebel for thirty years.

Steiner Frederick Geiger, 47, principal of the high school at Green Springs, Ohio, died recently. He was former boy scout executive in West Virginia and had taught school at Tazewell, Va.

Theodore Le Roy Morgan, 43, superintendent of public schools at Passaic, N. J., died suddenly following a heart attack.

Dr. William Louis Ettinger, superintendent of schools in New York from 1913 to 1924 and, since 1946, superintendent of schools emeritus, died in Sarasota, Fla., at the age of 82.

Frank A. Duffy, 53, for twenty-five years principal of the Hilldale School, Plains, Pa., died recently following an operation.

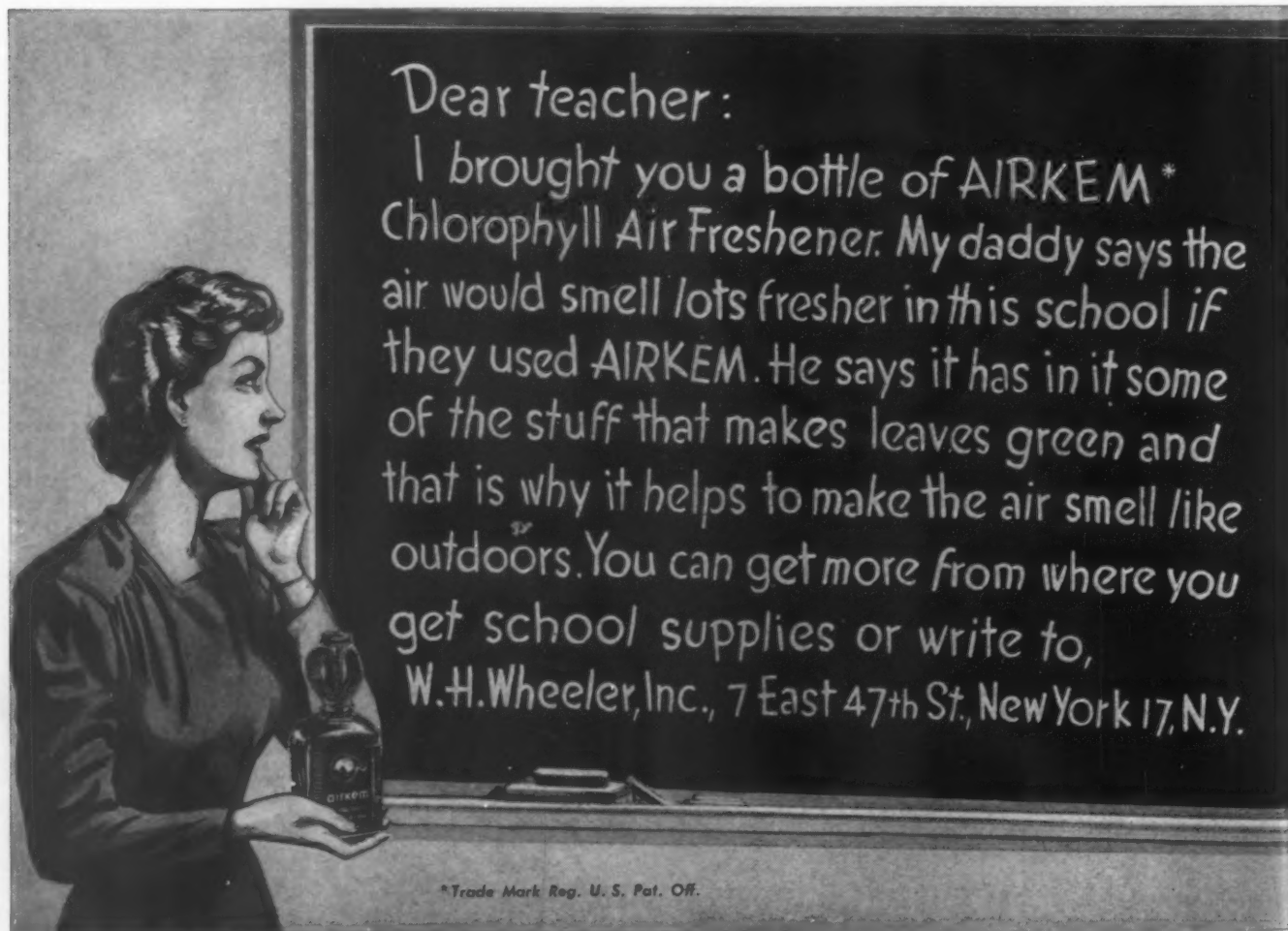
August Newman, active in educational work in Wisconsin for fifty-one years, died recently. He was principal of the Ridgeland High School.

Brother Peter Maier, S.M., principal of St. Joseph's High School, San Jose, Calif., from 1932 to 1935, died recently at Dayton, Ohio. He had served twenty-five years in secondary education in northern California.

William J. Hillibush, acting principal of the Mahanoy Township High School, Mahanoy City, Pa., since 1941, died recently. Mr. Hillibush, who began teaching in the Mahanoy Township public schools in 1902, was appointed vice principal of the Junior-Senior High School in 1937, serving in that post until his last assignment.

George Elzie Nichols, principal of Johns Hill Junior High School, Decatur, Ill., for sixteen years, died recently. He had retired last April because of failing health.

Dr. John J. McDonald, principal of Cunningham Junior High School, Brooklyn, N. Y., died recently at the age of 62. He had been affiliated with the Brooklyn public school system since 1907.



Dear teacher:

I brought you a bottle of AIRKEM* Chlorophyll Air Freshener. My daddy says the air would smell lots fresher in this school if they used AIRKEM. He says it has in it some of the stuff that makes leaves green and that is why it helps to make the air smell like outdoors. You can get more from where you get school supplies or write to,

W.H. Wheeler, Inc., 7 East 47th St., New York 17, N.Y.

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Safety... a vital consideration in postwar planning

Youngsters, upon entering this modern classroom are now protected by the germ-killing ultraviolet potency of

HYGEAIRE UNITS

BEAR IN MIND that the health-conserving benefits of air sanitation are equally important right



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Insures the Rapid Destruction of Air-Borne Bacteria and Viruses

... at low cost



CAFETERIA

Their lethal efficiency in the zone of irradiation is effective at distances as great as 35 feet from the Unit... a comparative figure that suggests unprecedented economy in the number of Units required and low-cost operation.

Because of their small size and low visible light output, Hygeaire Units offer virtually no distractive influence.

Room occupants are constantly protected against direct exposure to the projected beam by means of a fixed baffle which confines the rays to an area above the line of vision.

Here is AIR SANITATION, at an operational cost averaging less than 3¢ a day per 1000 cubic feet of room volume.



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...TO SCHOOL LUNCH SUPERVISORS

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The main objective of hot meals for school children is to insure their getting well balanced and nutritious foods.

This requires uniform and controlled food preparation . . . impossible if cooking is done by many people in many kitchens.

AerVoid Vacuum Insulated Hot Food, Soup and Liquid Carriers make practical the establishment of central control kitchens and the distribution of hot or cold foods in any quantities to individual schools any distance.

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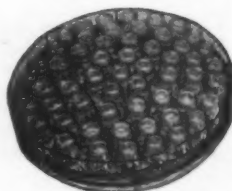
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SPECIAL FEATURE

Basket for glass and silverware is part of standard equipment.



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Rich in nutrition, low in cost, easy to prepare, bran muffins baked with Downyflake Mix are made to order for your school lunch program. They're simple to make—to Downyflake Bran Muffin Mix just add water... mix... bake.

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RD 2



P 570

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HILD System Shower-feed Scrubbing gets floors cleaner without wasting soap and without splashing. Scrub-soap solution is fed from the tank on the handle of the Machine to the back of the patented HILD Shower-Feed Brush . . . then passes through accurately spaced holes penetrating the brush back between each row of bristles.

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Large, full-rounded aisle corner permits easy occupancy by sitter.



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Practically indestructible — made of plastic impervious to acid in ink.

No parts to separate and become lost or broken — lid is hinged into body of inkwell.

No glass inset to break.



Illustrated here is type No. 48. No. 49 is without flange.

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eliminate breakage and replacement costs



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The guard holds the inkwell firmly in place and prevents it from being pushed out of the desk by books.

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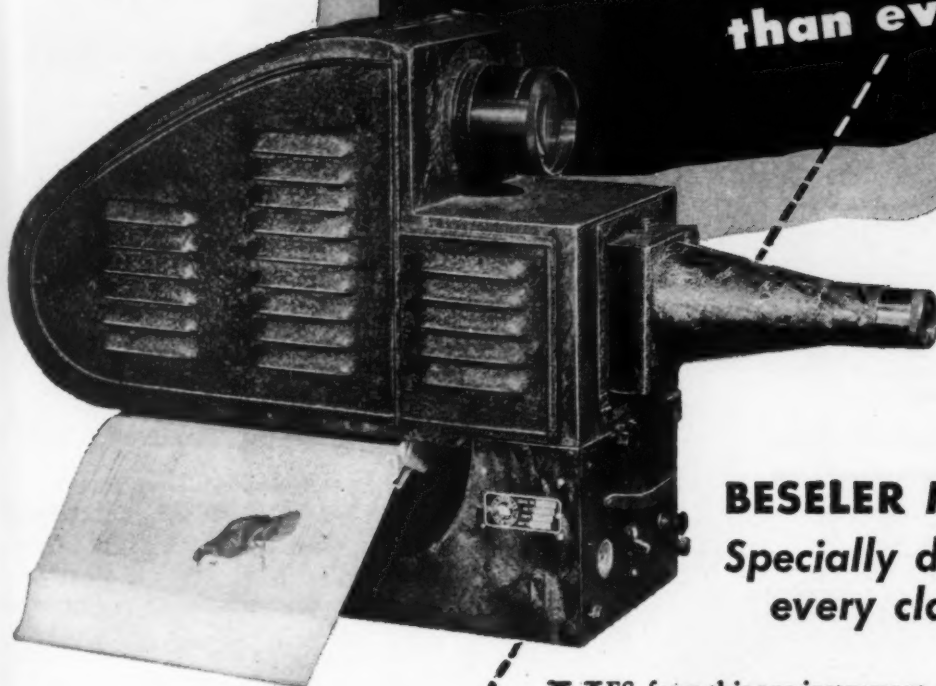
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Specially designed to meet every classroom need!

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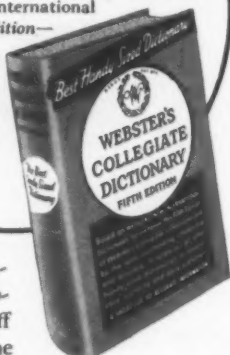
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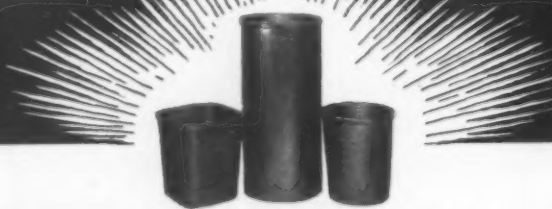
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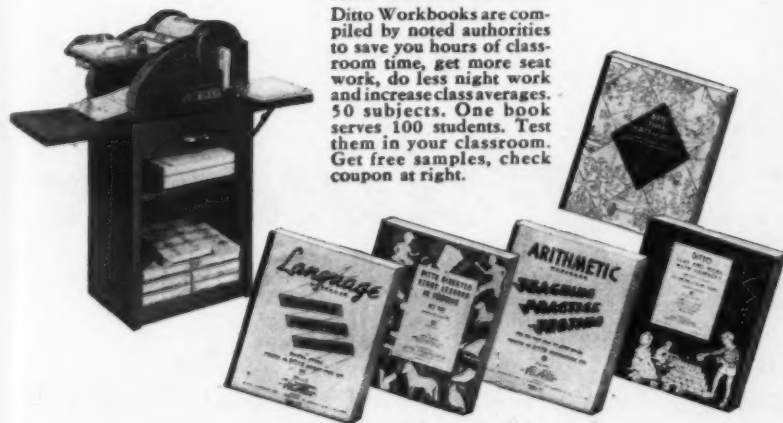
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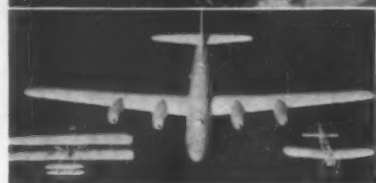
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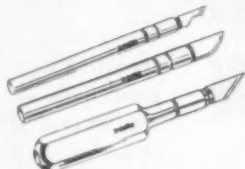
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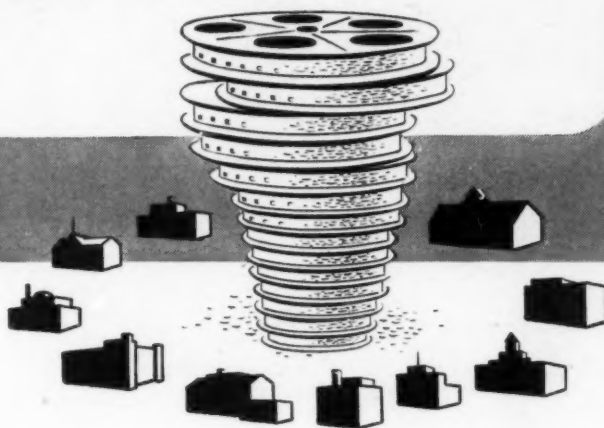
The NATION'S SCHOOLS

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CLASSROOM FILMS

the Cooperative way!



Tested Plan Provides *More* Utilization, Often Costs *Less* than Rentals!

For all teachers and administrators who ask, "How can I use *more* classroom films?" there is an easy, practical answer. Simply join with a group of other schools in your area to form a Cooperative Film Library.

Successfully used in many localities, the Cooperative Film Library Program, as outlined by *Encyclopaedia Britannica Films Inc., offers these unique advantages:

More Classroom Films—Now! No need to wait for the audio-visual budget to catch up with teaching needs. By pooling their purchases a group of 5 to 15 schools can use *more* films without increasing the budget.

More Availability! Teachers have much more assurance of getting the right Encyclopaedia Britannica classroom film they want when they want it. Films can be re-used several times each year at *no extra cost!*

Flexibility! "Block" or far-in-advance booking is not required. Films are available long enough for required showing in different classes and buildings. Eliminates "Must show and ship today." Permits previewing and proper preparation by teachers.

Lower Cost! A comparison of the cost of a Cooperative Film Library program with that of renting (including transportation costs and charges for extra days) shows that the Cooperative plan saves money for its members. Further, after two years the schools *own* their films and can use succeeding yearly budgets to acquire additional classroom films.

Write for a folder telling more about this modern plan for increasing the scope and use of *classroom* films in your school. Address Encyclopaedia Britannica Films Inc., Dept. 11-B, 20 North Wacker Drive, Chicago 6, Illinois.

*Formerly Erpi

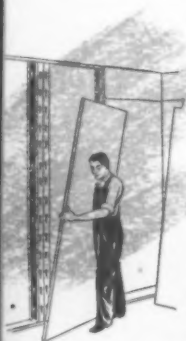


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J-M WALLS • CEILINGS • FLOORS combined in new method of construction



MOVABLE TRANSITE WALLS

The keystone of flexibility in Unit Construction is the J-M Transite Wall. It can be disassembled and relocated as educational needs require.

One-unit rooms, for instance, can be speedily converted into two-unit rooms, or vice versa. Made of fireproof asbestos and cement, practically indestructible materials, the movable panels are used to form rigid, double-faced partitions, 4" thick. They can also be used as the interior finish of the outside walls. The Transite base is easily removable for access to wiring, etc.



COLORFUL, RESILIENT FLOORS

J-M Asphalt Tile is the flooring element in Unit Construction. Made of asbestos and asphalt, the units will withstand the kind of hard wear and abuse that must be expected in any school building. Not only durable, J-M Asphalt Tile Floors are pleasantly comfortable and quiet underfoot, thereby reducing the disturbing effects of noisy footsteps in corridors, gymnasiums, etc. Individual units permit easy alterations or extension of patterns. Made in a wide variety of plain and marbled colors.

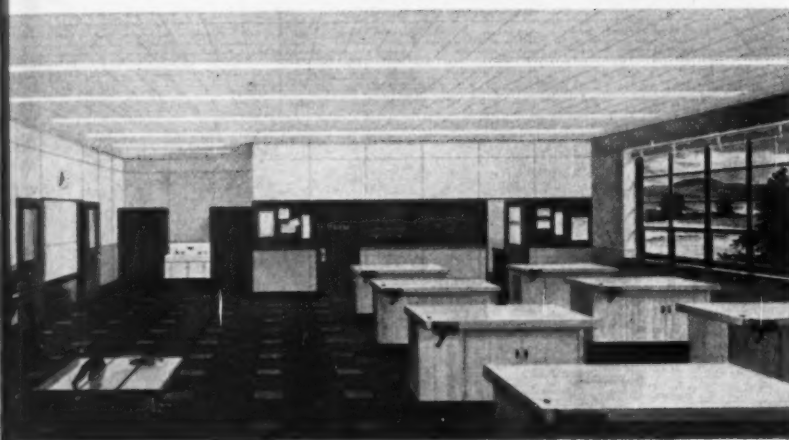
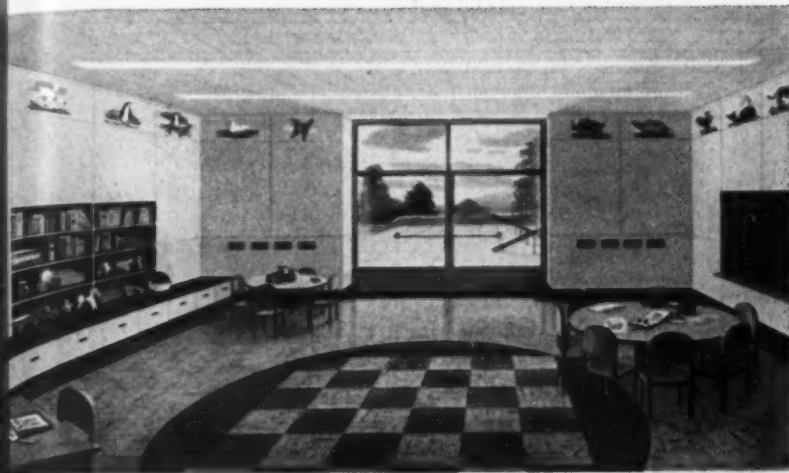


ACOUSTICAL CEILINGS

Important factor in helping to overcome the handicap of distracting noise, Johns-Manville Acoustical Ceilings are beneficial both to teacher and student alike. They give the desired degree of quiet for effective teaching, eliminate frequent causes of nerve strain, and are proved aids to concentration. An exclusive Johns-Manville patented construction system permits interchangeability of flush-type fluorescent lighting and acoustical ceiling units which are readily demountable.

schoolrooms apart...

and rearrange them to meet changing needs!



These quiet, attractive, modern schoolrooms are typical of the Johns-Manville Unit System. They are structurally flexible, yet have all the qualities of permanent and solid construction. The clean-cut, projection-free Transite Walls may be easily cleaned by a simple washing—an advantage that makes a big difference in the maintenance budget. Notice the noise-absorbing, demountable Acoustical Ceilings with fluorescent lighting, and the colorful, resilient Asphalt Tile Floors.

Think of it! Whole school interiors can now be completely flexible . . . at low cost!

WHATEVER the educational needs of a community may become, Johns-Manville Unit Construction allows easy and economical rearrangement of school interiors to meet new requirements.

You can expand, convert, or subdivide schoolroom units *at will*. You can vary the size or arrangement . . . make all the changes necessary to adapt interiors to new conditions; as, for instance, from academic to vocational . . . from grade school to junior high . . . from two-unit study halls to one-unit kindergartens.

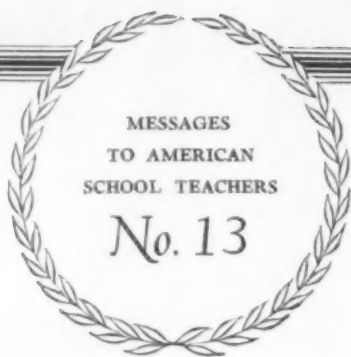
Three Johns-Manville Materials are combined in Unit Construction . . . all under *one* specification, *one* manufacturer's responsibility:

1. **Movable Walls** . . . quickly erected or dismantled; 100% salvageable; made of asbestos-cement Transite panels.
2. **Acoustical Ceilings** . . . reduce distracting noise. Demountable units can be taken down and relocated as desired.
3. **Colorful, Resilient Floors** . . . quiet underfoot. Small units permit easy extension of floor pattern.

All these constituent parts are durably built to last as an *integral* part of the building . . . and, being easy to clean, hard to mar, they make possible substantial economies in maintenance.

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To Declare Independence is Not Enough

THE MEN WHO SIGNED the immortal "Declaration" in 1776 did not suddenly arrive at the conclusions there set forth as a foreword to the free way of life. For years they had been *reading* and *thinking* about human needs and wants, and the ideals of independence proclaimed at Philadelphia were the blended product of their best mental efforts.

In their day we had no free education system, opening wide the doors to useful knowledge and moral guidance. Now, in every part of our land, even to the remotest hamlet, every American child is given an equal chance to learn; to become acquainted with the material facts on which men and women base their individual and group actions, and to cultivate habits of sound thought.

"One of the chief responsibilities of our public schools," says Burgin E. Dossett, State Commissioner of Education in Tennessee, "is to train the youth of America in independence of thinking, so that they will be able, both now and in later years, to sieve out the false from the true facts in all of their social, moral and spiritual relationships. When our boys and girls are so trained, and when they have accepted their personal responsibilities of citizenship, they will be better prepared to render service and to provide leadership in the maintenance of peace and security for America and the world.

"Those courses of study which will provide the type of training and instruction to prepare the youth of America to think independently, and to assume the responsibilities of citizenship, should be included in the curriculum of every school throughout the land.

"As an auxiliary aid to classroom instruction in the building of bedrock Americanism, the value of The Reader's Digest is very high. It serves as an excellent guide in leading young minds to understand and appreciate the principles, the benefits, and the responsibilities of our form of democracy."

The Reader's Digest

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*... with this Worthwhile
Activity for Youth*



● Just watch the excitement, the pride, and the approval, visible on the faces of those on the sidelines—when the School Band comes marching by! Notice how all parades, football games, civic celebrations, etc., are “sparked” and enlivened by the appearance and participation of School Bands.

Parents and other taxpayers appreciate and want representation of their schools and communities, in district, state, and national band and orchestra contests and festivals—and the youth of your school system want the opportunities of individual and group training and participation which such activity provides! A school band and orchestra program helps put your school system and community “on the map.” It gives you recognition, and helps get Good Will and Community Support for your school system.

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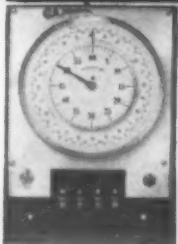
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WORLD'S LARGEST MANUFACTURERS OF BAND INSTRUMENTS

SCHOOL PROGRAMS TIMED

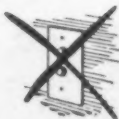
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Sound-on-Film PROJECTOR

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School Towels

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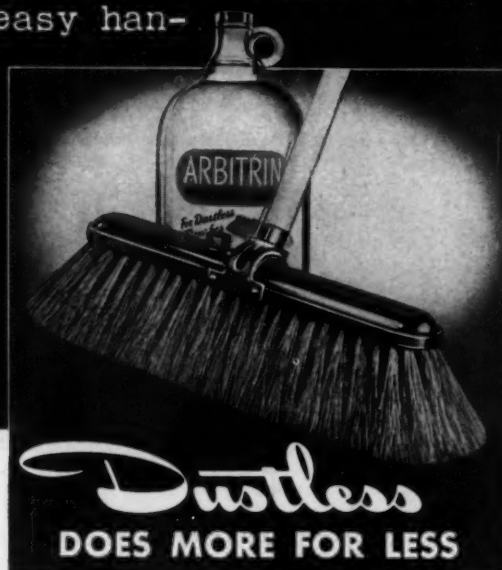
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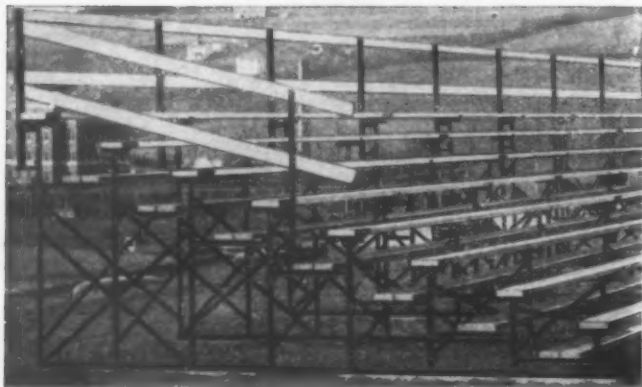
"Dustless"—"Speed Sweep"—
"Speed Wash"—brushes

MILWAUKEE DUSTLESS BRUSH COMPANY

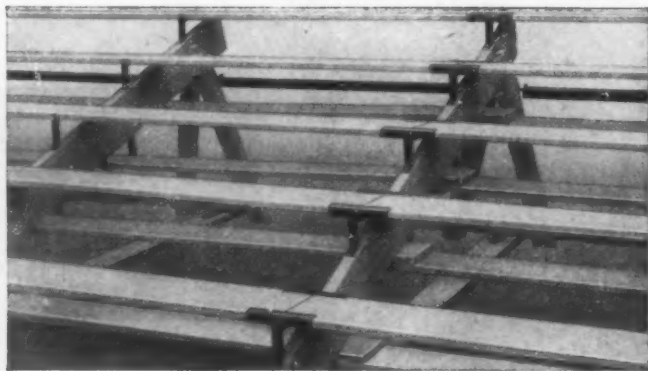
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March 12-14

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March 4-7

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LABORATORY EQUIPMENT DIVISION

Greater Freedom

FROM EPIDEMIC CONTAGION

in schools protected by G-E Germicidal Lamps

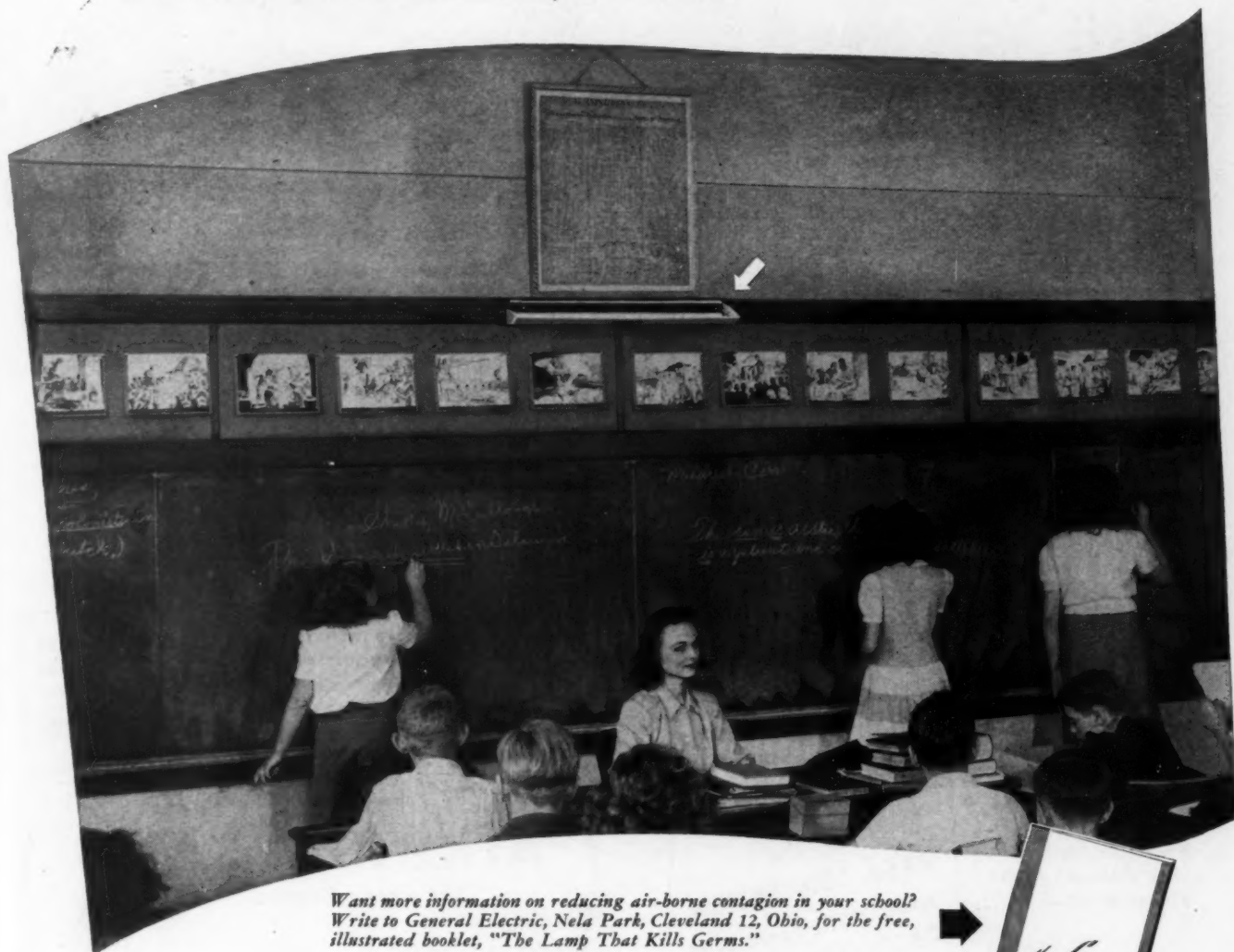
The students and faculties of hundreds of schools are enjoying a new, greater freedom from epidemics of respiratory diseases because G-E Germicidal Lamps are disinfecting the air in class-rooms, auditoriums and cafeterias—wherever contagion might occur.

G-E Germicidal Lamps produce shortwave germicidal energy which kills the air-borne bacteria and viruses responsible for influenza, measles, chickenpox and other respiratory infections.

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GENERAL  ELECTRIC



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Planners and Specialists in
FLOOR-MAINTENANCE EQUIPMENT AND SUPPLIES

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Easy
TO LEARN WITH
A Pleasure
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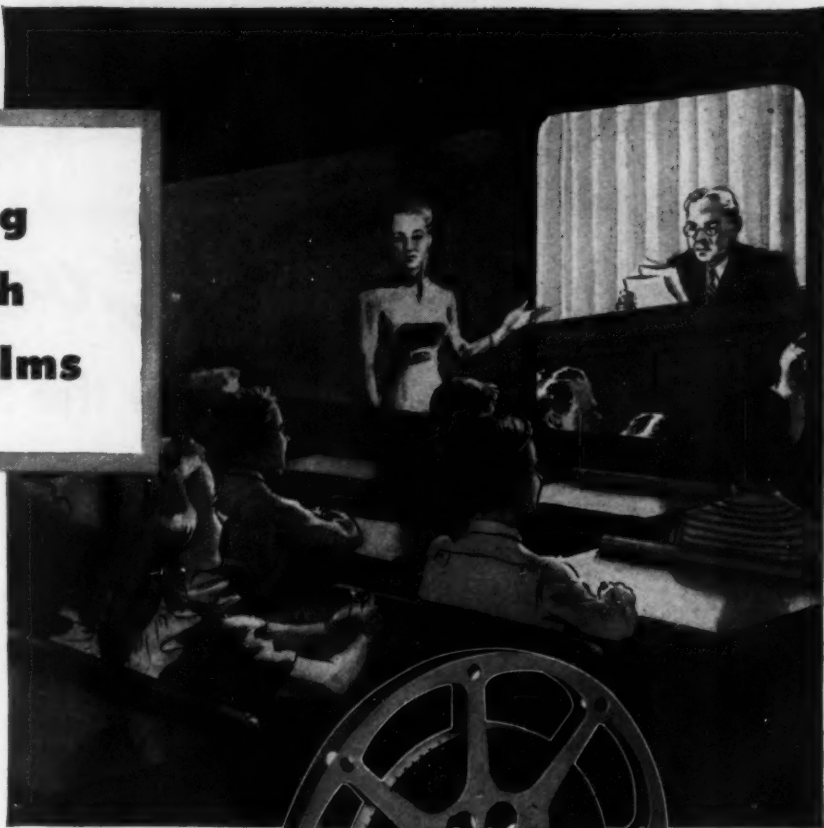
Illustrated here is the new Amprosound Premier 10—offering superb tone quality, brilliant illumination, centralized controls—and many other exclusive war-tested features. Write for complete descriptive circular giving prices and full details.

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sound-on-film... 16 mm. are
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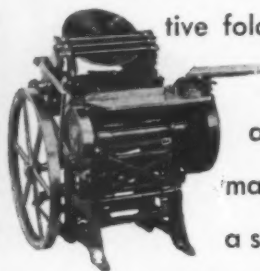
for the School Printing
Department

from

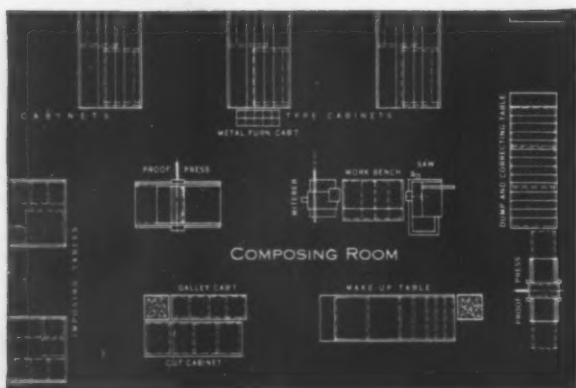
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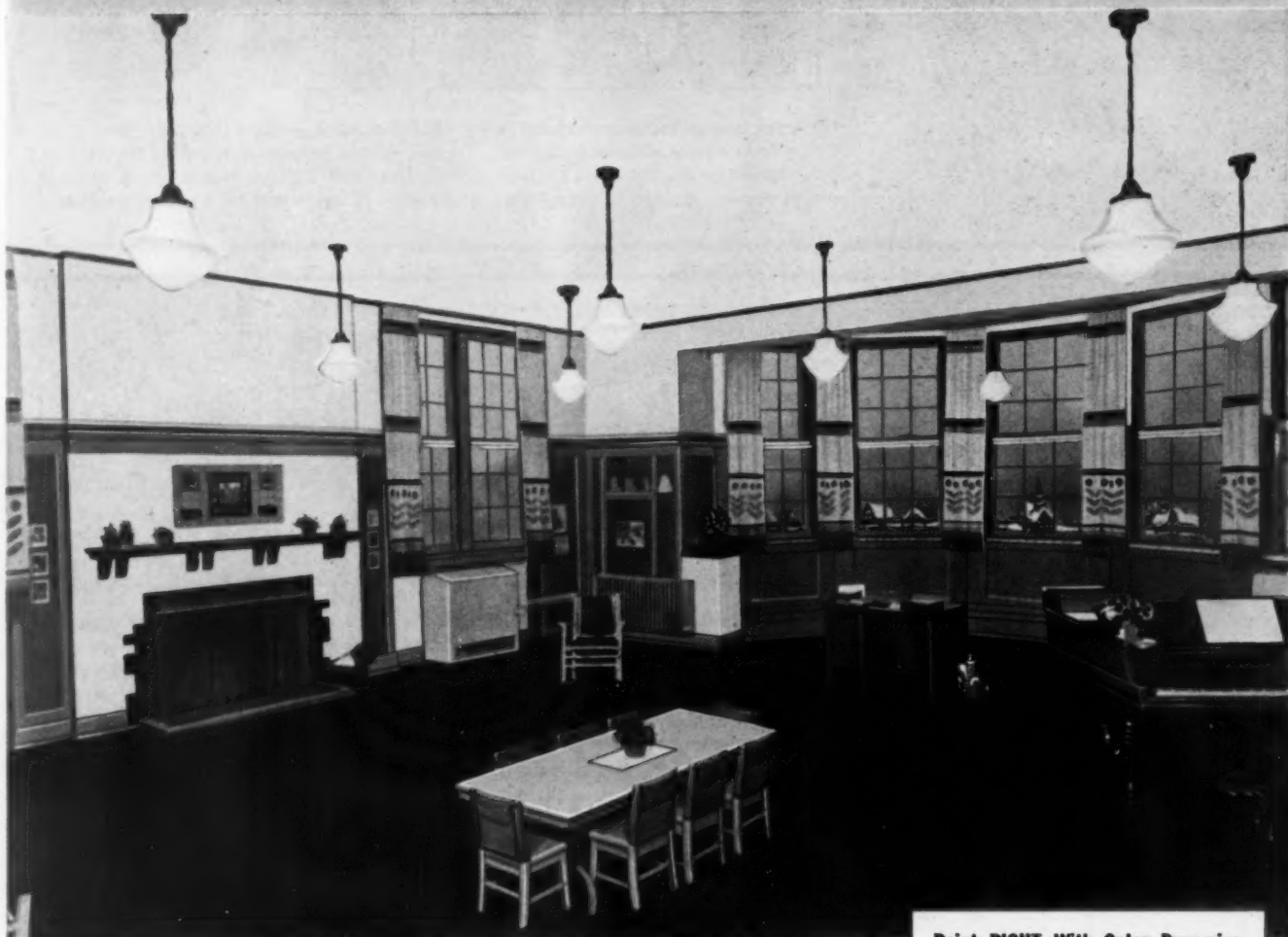
For information about equipment, ideal floor plans and instructive literature, write to

AMERICAN TYPE FOUNDERS
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... Pittsburgh's new science, based upon human reactions to the energy in color—is an invaluable aid to teachers and students alike.



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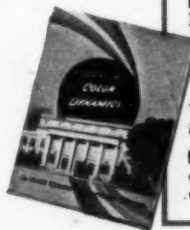
WHY should the colors of a classroom be governed by its activities? ... What is the effect of neutral colors in laboratory or art room? ... How can the use of a focal color assist concentration in an assembly hall?

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By the purposeful use of this energy, schoolrooms can be given color arrangements that lessen eye fatigue, stimulate activity and improve the

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gives all a
fair share*



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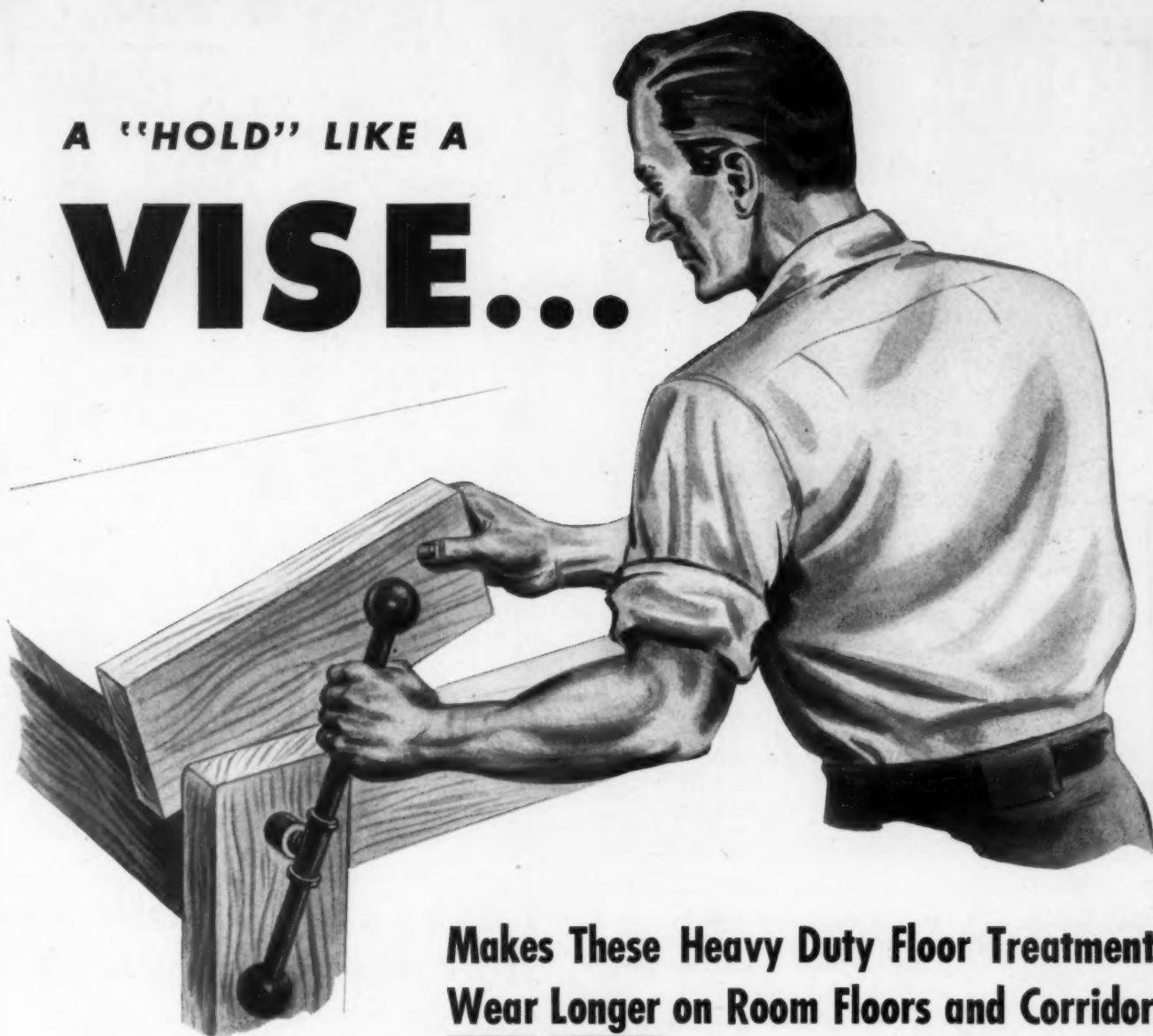
Wise enough to harness your money for your own safety?

ONLY YOU CAN DO IT.

**HELP
US
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PRICES DOWN**

A "HOLD" LIKE A

WISE...



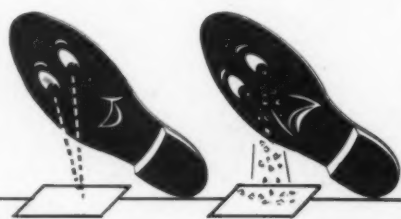
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Ordinary floor finishes loaded with resins and substitute waxes usually fail quickly for two reasons: First, resinous waxes speedily disintegrate . . . soon wear out. Second, they lack the adhesive qualities that make them adhere to the floor instead of the feet . . . soon wear off.

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THE WHY OF THE "WEAR" of Floor Treatments



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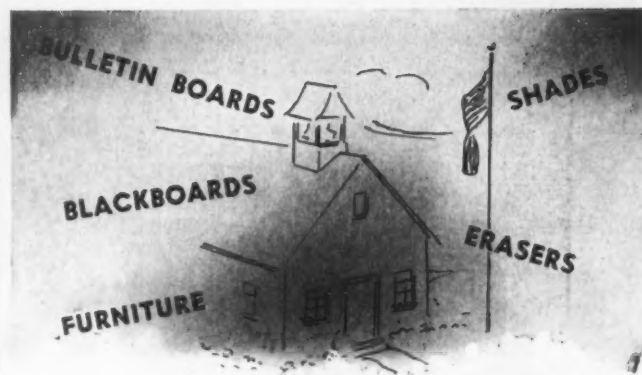


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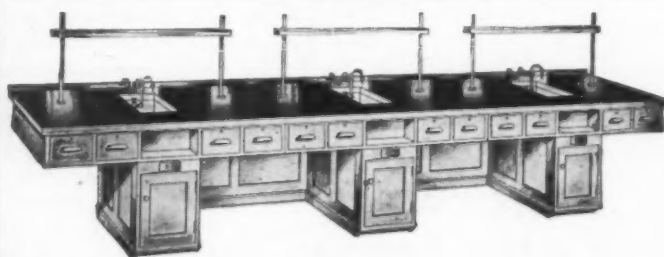
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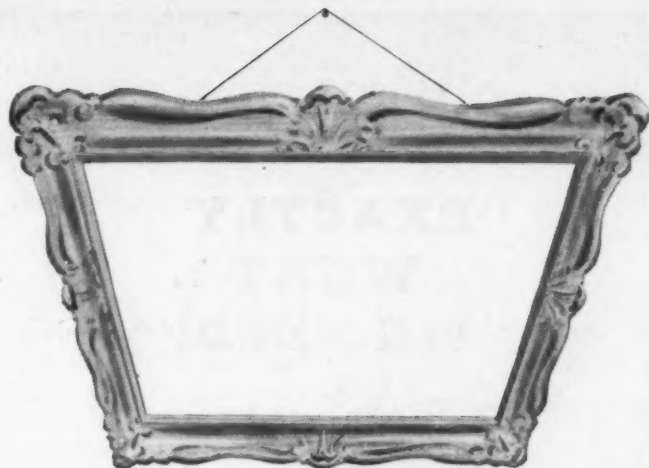
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Mercurochrome is antiseptic and relatively non-irritating and non-toxic in wounds.

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DISTINCTIVE FURNITURE

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WE NEED!"**



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COMMERCIAL COOKING**

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What's New FOR SCHOOLS

Spanish Language Course

Recorded for Use in Classrooms, Homes

A new Spanish language record set, "New World Spanish," has been released by RCA Victor for the purpose of giving a practical and authentic approach to the learning of the language by pupils in classrooms and individuals in homes or clubs. The set consists of two albums of ten 10 inch records and is accompanied by a 337 page textbook. Prepared and arranged by outstanding Spanish language authorities in this country, the entire instruction course was recorded for RCA Victor by native Spanish-American speakers from Peru, Colombia and Chile.—Radio Corporation of America, RCA Victor Division, Camden, N. J.

• When inquiring, use coupon on p. 124, refer to **NS97**

Resharpener Service

Lengthens Life of Recording Needles

To aid users of professional recording equipment by resharpener their recording and cutting needles, the Recording Blank Division of the Gould-Moody Company has announced expansion of its "Needle Resharpener Service Department."

Exacting workmanship assures lower surface noise and longer wear of the resharpener needles; in fact, the company states that needles and styli resharpener by Gould-Moody frequently last longer than the original points. The extreme accuracy with which the last 3/1000 of an inch is shaped enables the needle to fit into the groove with microscopic precision, reducing record wear to a minimum. In many instances, this saving is said to exceed the cost of the resharpener service.

The company has announced also a ten year guarantee on all of its professional quality "Black Seal" Aluminum Instantaneous Recording Blanks. Users are assured that atmospheric conditions and changes, moisture and dampness or old age will not have any detrimental effects on blanks bearing the "Black Seal" label. They will not disintegrate, powder or rip up after the first playing, even if kept in storage for any long period of time.—Gould-Moody Company, 395 Broadway, New York 13, N. Y.

• When inquiring, use coupon on p. 124, refer to **NS98**

Marking Method

Identifies Athletic Equipment

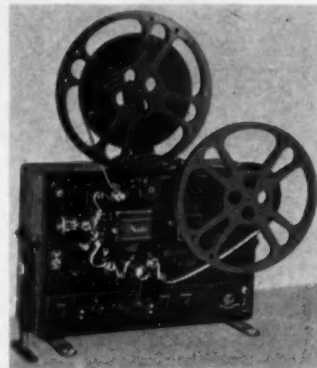
The problem of identifying sporting goods and athletic equipment of all kinds can be solved easily and quickly with the use of Floquil Fountain Marker and Floquil Marking Colors. Floquil marks on everything, whether it's wood, leather or metal, and is available in seven colors; all are permanent and will not wash off. This method of marking is especially recommended for use on aquatic equipment.—Floquil Products, Inc., 1993 Broadway, New York 23, N. Y.

• When inquiring, use coupon on p. 124, refer to **NS99**

New Projector

Simple to Operate; Easy to Thread

The Natco projector, now in production at National Industries, Inc., formerly the National Mineral Company, is reported to be an original and outstanding contribution to 16 mm. motion picture projection equipment. Simple to set up and operate and extremely easy to thread, the Natco was especially designed to be a sound projector with appropriate provisions for showing silent films in both black and white and color.



Functional highlights of the Natco are direct sound-scanning and independent floating stabilizers which give high quality sound reproduction; a ventilating system which provides cool operation even with a 1000 watt lamp, thereby increasing film life, and a precision-designed mechanism assuring picture steadiness on the screen. A triple claw shuttle movement allows film to feed through the projector even when two consecutive sprocket holes are defective; position of the sprocket teeth in relation to the picture frame eliminates film damage caused by film weave.

Standard equipment includes a 15 foot power cable, 50 foot speaker cable, extra exciter lamp, fuses, 1600 foot reel, lens tissue, lubricating oil and a set of Allan wrenches. The Natco has a coated 2 inch Fl. 6 lens, a 12 inch Permanent Magnet Speaker and an amplifier with a power output of 18 watts. It handles up to 2000 foot reels and rewinding is done by turning the rewind switch without changing the reels.—National Industries, Inc., Natco Sales Division, 2638 North Pulaski Road, Chicago 39, Ill.

• When inquiring, use coupon on p. 124, refer to **NS100**

Hanging File Folder

Aid to Busy Administrators

Busy administrators of schools and colleges will find that Redi-File, a newly developed type of hanging file folder, increases the efficiency of their personal files and general files. Tailored to fit any size desk drawer, Redi-File gives the executive fingertip accessibility of working papers; easy-to-read angle tabs on hanging folders make papers simple to locate; arrangement of folders requires no follower block to hold papers upright; folders cannot sag or bind.

Redi-File will not disturb the present filing system for it fits any standard filing drawer. It is constructed of Remcraft stock with metal hangers and tabs; durability is claimed as an outstanding feature.—Systems and Methods Research Department, Remington Rand, Inc., 315 Fourth Avenue, New York 10, N. Y.

• When inquiring, use coupon on p. 124, refer to **NS101**

Replacement Device

Makes Old Faucets as Good as New



To make old faucets as good as new, the "Superior" Insert has been introduced to the market as a faucet replacement device with installation adaptable to almost any faucet now in common use. This handy device provides a new stem, a new seat, new threads and a new

type of floating compression shut-off; installation time is claimed to be less than five minutes.

The shut-off power is concentrated on the floating bronze bearing which is forced up by water pressure when the faucet handle is turned on and forced down, sealing off the water flow, as the handle is turned off. The lower surface of the rubber washer acts as a gasket on the faucet seat, and the washer's upper surface becomes, in effect, the new valve seat. All the turning action is on the bronze float and the washer never rotates, thus eliminating friction-wear on the washer. A patented handle lock on the stem is designed to fit any standard handle.—**Superior Valve Manufacturing Company, 1468-1470 West Ninth Street, Cleveland 13, Ohio.**

• When inquiring, use coupon on p. 124, refer to **NS102**

Design Contest

Of Interest to Teachers, Pupils

Contests are always news, and the Louis Melind Company's third annual Justrite Drawing Ink Contest will be of interest to both teachers and pupils. Free, all-expense trips to Mexico for three teachers and a pupil is the major award; in addition, there are 53 cash awards and scholarships to well-known schools. Travel in Mexico will be under auspices of S.I.T.A., America's largest organization for educational travel.

Promotional material on the design contest, including a large four color Mexican poster, can be obtained without charge from your local school, art or office supply dealer or by writing the sponsor—**Louis Melind Company, 362 West Chicago Avenue, Chicago 10, Ill.**

• When inquiring, use coupon on p. 124, refer to **NS103**

New DDT Concentrate

Recommended for Use in Schools

Pestroy, a new low cost DDT concentrate embodying maximum potency, safety and long residual value, has been developed by the Sherwin-Williams Company for immediate distribution. It is recommended for schools, particularly in cafeterias, washrooms and buses.

A 25 per cent DDT concentrate, Pestroy is diluted with

water to make a powerful repellent and insecticide which can be sprayed with an ordinary low-pressure coarse spray garden sprayer or applied with a simple paintbrush to any type of surface to destroy flies, mosquitoes, moths, gnats, fleas, roaches, bedbugs, silverfish, wasps, crickets, ants and other common insect pests.

Odorless and stainless, Pestroy is fireproof when properly diluted with water. A one gallon can of Pestroy, diluted with four gallons of water, makes a 5 per cent solution of insecticide which will cover 4800 square feet of surface. On interior surfaces, the residual deposit left by Pestroy remains effective for from two to three months; a 5 per cent solution will protect outside surfaces, such as screens and doorways, for from two to three weeks under average weather conditions. Although reasonable care should be taken to protect individuals and foodstuffs from repeated or prolonged contact with Pestroy, it can be safely handled without special protection and can do no damage to fabrics, wood, paint, wiring, metals or other materials.—**Sherwin-Williams Company, Midland Building, Cleveland, Ohio.**

• When inquiring, use coupon on p. 124, refer to **NS104**

NEW CATALOGS

Power of Color

Is Explained in Booklet Now Available

The power of color in aiding vision and in creating the proper schoolroom atmosphere is explained in the new 24 page, full color booklet, "Color Dynamics and the School." The booklet has been made available by the **Color Engineering Department, Pittsburgh Plate Glass Company, 632 Duquesne Way, Pittsburgh 22, Pa.**

How color can be used in all types of rooms and areas ranging from corridors to laboratories is described with detailed specifications and illustrations of actual school installations. Valuable information on the placement of colors and in determining the value of colors is included in the booklet.

• When inquiring, use coupon on p. 124, refer to **NS105**

Photocopying Process

Has Many Uses in Schools

Apeco, a photocopying process, has countless uses in offices, libraries and commercial departments of schools and colleges. The Apeco Photo-Copyer, together with supplies and accessories, is described in a new catalog prepared by the manufacturer, **American Photocopy Equipment Company, 2849 North Clark Street, Chicago 14, Ill.**

Simplicity and economy are inherent in this photocopying process, for by means of an Apeco Photo-Copyer, any boy or girl, man or woman can make photo-exact facsimiles of anything written, drawn, typed, photographed or printed. Material to be copied can be transparent, translucent or opaque, loose leaf or bound. The experience needed to operate the Apeco Photo-Copyer can be gained by following a few simple directions; no photographic or technical skill is required. The photocopy, a legally accepted photograph made without camera, film or darkroom, is permanent, clean and easy to read.

• When inquiring, use coupon on p. 124, refer to **NS106**

Catalog Describes

Fluorescent Luminaries for Schools



A complete line of Commercial Fluorescent Luminaries for schools and other buildings is described in Catalog No. 285 issued by the Mitchell Manufacturing Company, 2525 Clybourn Avenue, Chicago 14, Ill. The illustrated catalog contains a detailed description and a light calculation table for each model, including two light and four light units in glass-shielded, louvered and open types for single or continuous row installations with sur-

face or suspension mounting. In addition, full mounting and servicing data are presented with detailed information on Mitchell's "One-man Quick-mount" patented feature which enables one man to install a fixture in less than half the normal time.

• When inquiring, use coupon on p. 124, refer to **NS107**

Woodcarving Instructions

Presented in Illustrated Booklet

From youngsters after school to retired sea dogs, from Middle Western country stores to New England porches, whittling, or woodcarving with a knife, is a typical American pastime. It is one of the oldest and easiest of the handicrafts from which even a beginner can get satisfying results and have fun, too.

Although there has been interest in whittling, little material has been provided for the beginner. X-acto Crescent Products Company, Inc., 440 Fourth Avenue, New York 16, N. Y., maker of the interchangeable blade X-acto knife, has published a booklet, "Whittling Is Easy With X-acto." Instructions take the novice through easy stages starting with simple lessons and progressing through a series of 25 graded projects. The booklet sells for 10 cents.

• When inquiring, use coupon on p. 124, refer to **NS108**

Picturol Catalog

Lists 813 Educational Film Strips

Teachers of all courses from kindergarten to college will be interested in the first postwar catalog of the Society for Visual Education, Inc., 100 East Ohio Street, Chicago 11, Ill. The new catalog lists 813 educational film strips, new, revised or just released.

"Little Black Sambo" and "Little Black Bear," film strips often used for teaching reading in the lower grades, have been modernized and reading matter in the subtitles is keyed to the Thorndike Word List for the second and third grades.

A total of 16 areas is now included in the S.V.E. series on U. S. National Parks. Newest are "Carlsbad Caverns," "Grand Canyon National Park," "Great Smoky Mountains National Park" and "Rocky Mountain National Park."

Thirty-nine different wild flowers are presented in a new film strip, "Wild Flowers Everyone Should Know." Other new or revised strips include "The Story of Fur," "George Washington," "Presidents of the United States" and "The Origin and Definitions of Algebra."

The film strips listed in the S.V.E. Picturol Catalog are offered without any increase in price, with most of them priced at \$2 each. Any teacher or supervisor may have a copy of the catalog free upon request.

• When inquiring, use coupon on p. 124, refer to **NS109**

FILM RELEASES

Safety Begins at Home—16 mm. sound-on-film. 1 reel, 360 feet. 10 minutes. For use in grades 4, 5 and 6; age group, 8 to 11 years. Dr. Herbert J. Stack, director, Center for Safety Education, New York University, New York City, served as adviser for the film which dramatizes the fun of safe living. Brings out home safety principles, showing some of the most important safety hazards found in the home, how to recognize and avoid them. Accompanied by interpretive Teacher's Guide. Price: \$25.—**Young America Films, Inc.**, 18 East Forty-First Street, New York 17, N. Y.

• When inquiring, use coupon on p. 124, refer to **NS110**

Magic of Fluorescence—15 minute sound. Produced by G. E. Lamp Department and Raphael G. Wolff Studios of Hollywood. Designed to give lighting people, pupils and the general public a quick and convincing picture of fluorescent lighting's history and development. Film begins with an Italian alchemist's stumbling upon some glowing barite about four centuries ago and then traces man's dependence upon various forms of open flame for heat and light, through Thomas Edison's invention of the world's first practical incandescent lamp in 1879 and developments up to the present time. Climax of the film is the discovery of fluorescent lamps by G. E. lighting scientists at Nela Park. By use of cartooning and animation, the film shows how and why fluorescent lamps turn electricity, converted into heat by filament lamps, into a wealth of cool and pleasing illumination and more light at less cost.—**G. E. Lamp Department, Nela Park, Cleveland, Ohio.**

• When inquiring, use coupon on p. 124, refer to **NS111**

Teach Them to Drive—16 mm. sound. 20 minutes. Produced for the American Legion by Pennsylvania State College in cooperation with the Automotive Safety Foundation. Two parents who lose their son in an automobile crash wage a campaign for the adoption of driver education and training in their community's schools. Free rental prints have been deposited with all American Legion state departments, highway patrols in 35 states, national groups interested in highway safety and the following university extension film libraries: California at Berkeley, Indiana at Bloomington, South Carolina at Columbia, Iowa State College at Ames, Oklahoma at Norman and Pennsylvania State College at State College.—**American Legion Headquarters, Indianapolis, Ind.**

• When inquiring, use coupon on p. 124, refer to **NS112**

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Detroit Public Library

Detroit Public Library

**Greater
Brilliance**
plus longer
lamp life . . .



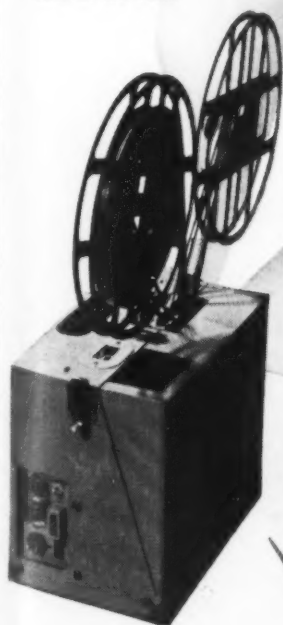
**with Victor exclusive
Spira-draft Lamp house**

During projection, lamps get hot . . . very hot. But in the Animatophone this condition is anticipated and alleviated with Victor's exclusive *Spira-draft* lamp house. In the Animatophone the cooled air is forced in a spiralized, all-over, fast-moving stream through a multiple wall to dissipate heat more efficiently.

Result . . . longer lamp life, clearer pictures. And remember, on the VICTOR, the lamp has a standard base, obtainable anywhere, at no extra cost.

Here's another outstanding feature that gives the Victor Animatophone its leading position in the 16mm industry.

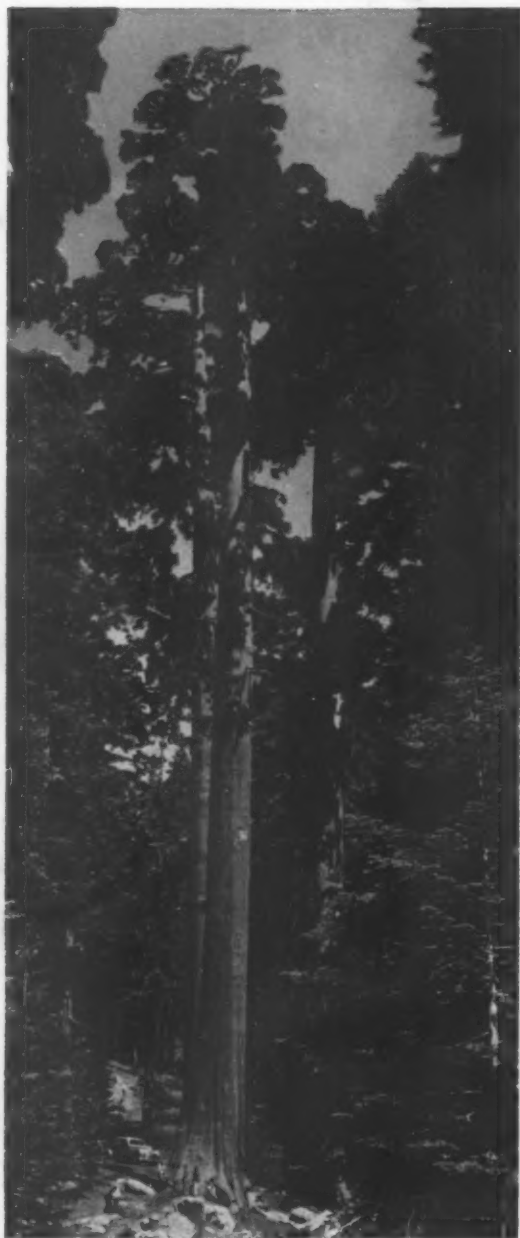
The Animatophone—
16mm Sound Projector—
First in the Field



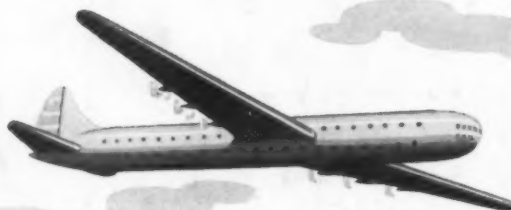
Victor Animatograph Corporation

Home Office and Factory: Davenport, Iowa
New York (18) McGraw-Hill Bldg., 330 W. 42nd St.—Chicago (1) 188 W. Randolph
MAKERS OF 16MM EQUIPMENT SINCE 1923

TYPICALLY AMERICAN



*The largest living thing on earth, and perhaps the oldest
... the General Sherman Tree in Sequoia National Park.*



We have only to look about us to recognize things that are typically American . . . from ice cream to bulldozers, from comic strips to production lines; or perhaps natural wonders not equaled anywhere else in the world.

But to delve deeper, the characteristics of unremitting effort to find better ways of doing things, to make things more useful, to make them more efficient, and to adapt them to broader uses . . . these are the qualities above all others which have gained recognition from American products the world round.

The editors and publishers of Compton's Pictured Encyclopedia brought to their task that typical American urge—to present information on all subjects more clearly, more interestingly, with fuller understanding, and better adapted to quick and practical use than had ever been done before.

That those efforts were successful at home is attested by the daily use of Compton's in virtually all the schools and libraries, and hundreds of thousands of homes, of the nation. But recognition also has reached beyond the seas. The British edition, appearing two years after the original American edition, became the most widely distributed home and school encyclopedia in Great Britain. Italian and Swedish editions followed and both have met with the same enthusiastic response from the peoples of those countries. This is another solid tribute to genuine American achievement.

F. E. COMPTON & COMPANY

1000 North Dearborn Street, Chicago 10, Illinois

